Tools and Approaches to Measure and Improve MTSS/RTI Implementation

Thursday, May 28, 2020

2:00 – 3:30 p.m. EDT

Kirby Chow, REL Appalachia
Jennifer Nakamura, REL Appalachia
Stephanie Wilkerson, REL Appalachia
Joshua Lee, Kansas MTSS and Alignment Team
Stephanie Stindt, Kansas MTSS and Alignment Team

Welcome, Purpose, and Introductions

Meeting agenda

- Welcome, purpose, and introductions
- Overview of study purpose and methodology
- MTSS/RTI implementation assessment tool characteristics
- Tool development and refinement process
- Using study findings to inform the development of the Tennessee Department of Education's (TDOE) RTI^2 implementation assessment tool
- Training and supporting tool users
- Q&A and wrap-up

Objectives

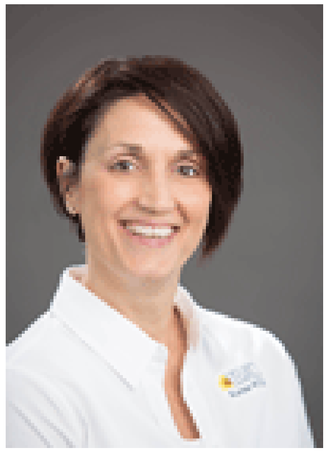
- Increase understanding of the benefits of using an MTSS/RTI implementation assessment tool.
- Increase awareness of the types of MTSS/RTI implementation assessment tools states are using.
- Increase knowledge about strategies for developing a well-designed tool.
- Increase understanding of how to support the use of tools and resulting data to improve implementation.

Meet the presenters

Kirby Chow
REL Appalachia
SRI International

Stephanie Wilkerson
REL Appalachia
Magnolia Consulting

Jennifer Nakamura
REL Appalachia
SRI International



Stephanie Stindt
Kansas MTSS and Alignment Team

Joshua Lee
Kansas MTSS and Alignment Team

What Tools Have States Developed or Adopted to Assess Schools' Implementation of an MTSS/RTI Framework?

Overview of Study Purpose and Methodology

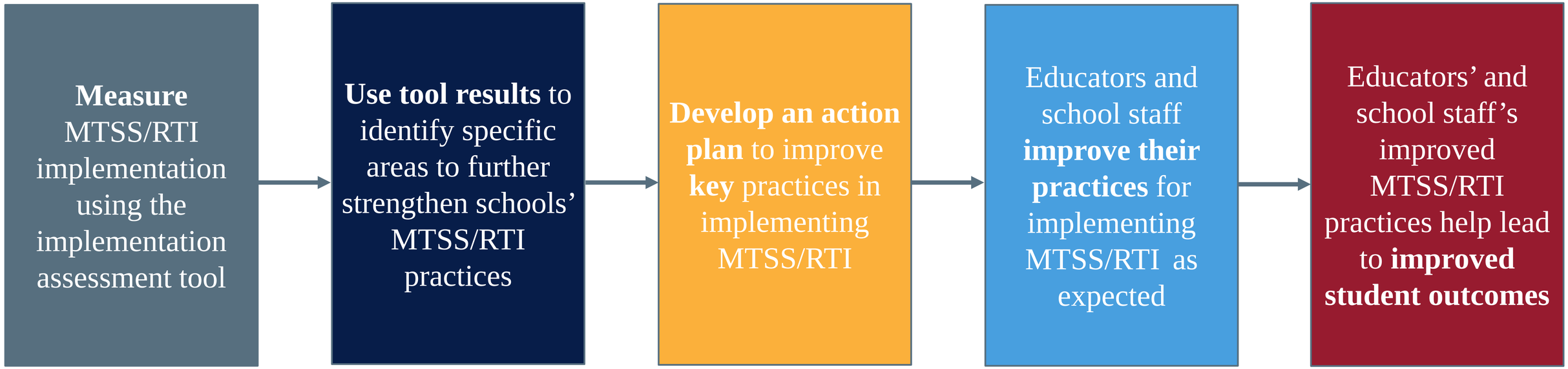
Kirby Chow
REL Appalachia
SRI International

Why this study?

- Tennessee Department of Education (TDOE) officials are seeking ways to
  - Improve early literacy outcomes through the state's Response to Instruction and Intervention (RTI^2) framework.
  - Support school implementation of RTI^2 practices.

- TDOE officials wanted to learn more about how other states are assessing implementation of MTSS/RTI practices to inform the development of an RTI^2 implementation assessment tool.

How does measuring MTSS/RTI implementation connect to student outcomes?



What did this study answer?

1. What **types of tools** do states use to **assess MTSS/RTI implementation** to ensure that districts and schools implement practices consistently and as expected?
2. What **processes** do states use to **develop or adapt** these assessment tools?
3. Do states use the tools they developed or adapted to **assess key MTSS/RTI practices**?
4. What approaches do the eight states selected to participate in interviews use to **support districts and schools in using the assessment tool**?

Key terms

Key term	Definition
Multi-tiered system of supports/ Response to intervention (MTSS/RTI)	A multi-tiered framework that supports the early identification of students with learning and behavioral challenges. MTSS addresses both academics and behavior, whereas RTI is concerned primarily with academics.
Assessment tool	As an instrument used to assess implementation of an MTSS/RTI framework, an assessment tool helps determine how far schools have progressed or advanced through the levels of implementation.
MTSS/RTI key practices	The activities and procedures for implementing MTSS/RTI. These practices are informed by the research literature, other state tools, and expert review.

See **Webinar Handout 1** for a full list of key terms.

Study methodology

- **Data sources**
  - Website and document review for all 50 states and the District of Columbia
  - Interviews with officials in 8 states
- **Inclusion criteria**: Tools that states developed or adapted for MTSS/RTI
- **Data collection timeframe:** February – June 2018
- **Verification:** State representatives reviewed and verified information
- **Analysis:**
  - State and tool counts and percentages
  - Content analysis for themes and examples to represent document review data

MTSS/RTI Implementation Assessment Tool Characteristics

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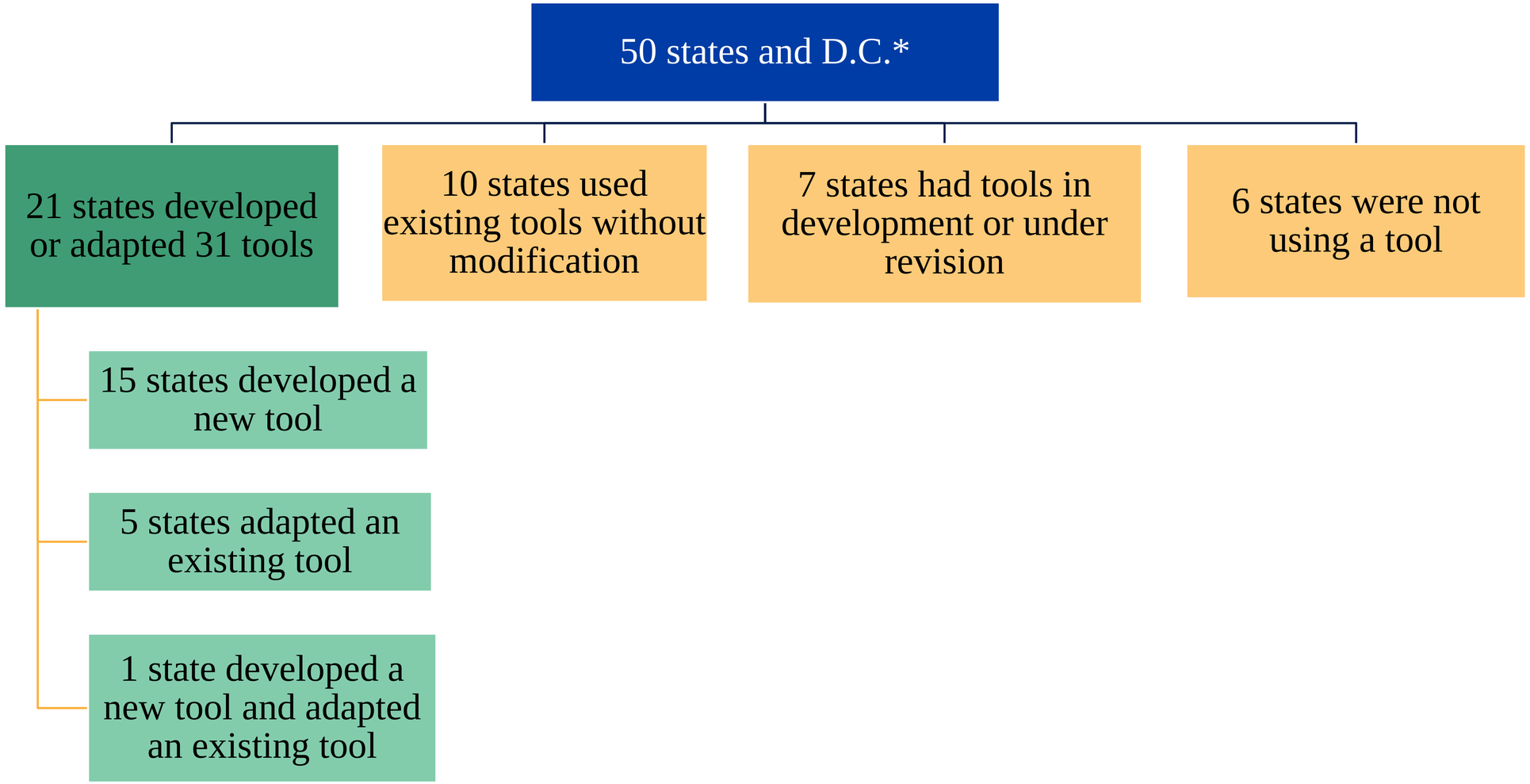
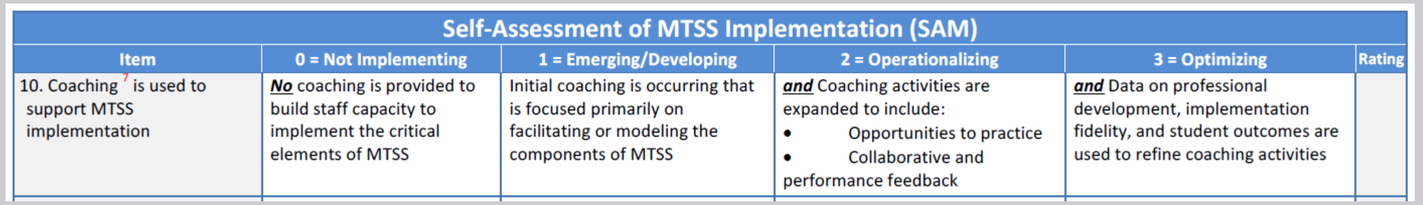
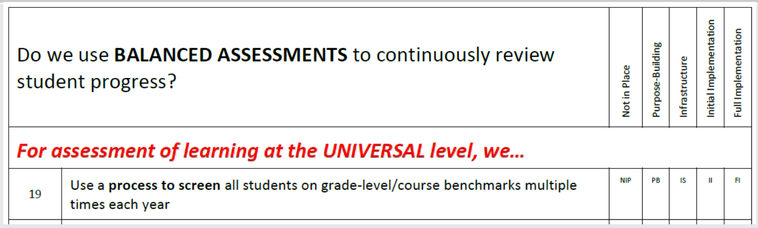
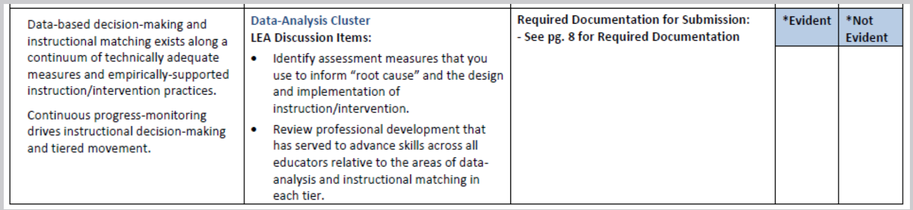
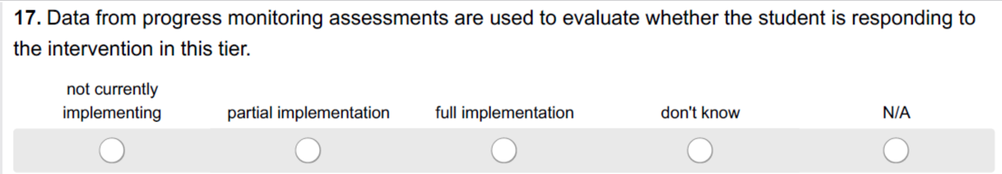
How many states are using MTSS/RTI assessment tools?

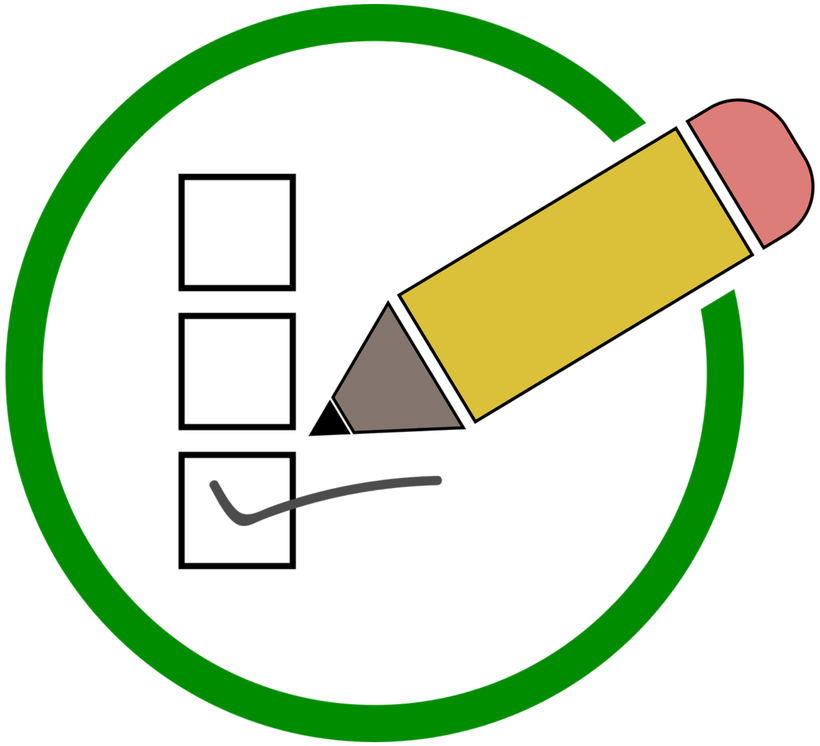


*Note. Five states were dropped because state personnel chose not to participate or did not verify the data collected and summarized by the study team, one state developed a tool that was not publicly available, and one state was using only a general tool that did not meet the criteria for in-depth analysis.

What types of tools are states using?

Tool type	Example snapshot of tool type	Number of tools [n = 31] (percent)
Rubric		**13** (42 percent)
Rating scale		**6** (19 percent)
Checklist		**4** (13 percent)
Survey		**8** (26 percent)

Poll: What type of MTSS/RTI implementation assessment tool do you currently use?



How many tools included features to improve the objectivity of ratings?

- Almost half (48 percent) of the 31 tools were designed to assess the **practices in place to meet specific levels of implementation**.

- More than half (52 percent) of the 31 tools requested users to **provide evidence to justify** their scores.

Figure D3. Screenshot of a rubric on universal screening: Descriptions of expected practice for each level of implementation from North Carolina's Self-Assessment of MTSS

SAM Item and examples of supporting evidence	Not Implementing	Emerging/Developing	Operationalizing	Optimizing
12: Schedules provide adequate time to administer academic, behavior and social-emotional assessments[9] needed to make data-based decisions • Master schedule or master calendar with time for data collection included • Assessment calendar	Schedules do NOT include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior and social-emotional assessments administered to all students (e.g., universal screening)	AND schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	AND schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem-solving
34: Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: 1) identify students at-risk academically, socially, and/or emotionally, 2) determine why student is at-risk, 3) monitor student academic and social-emotional growth/progress, 4) Inform academic and social-emotional instructional planning, 5) determine student attainment of academic/behavioral outcomes • Assessment Plan (within or separate from MTSS implementation plan) • Assessment inventory • School Improvement plans • Screening results and use in identifying students at-risk • Intervention Plans	Staff do not understand and have access to academic, behavior, and social-emotional data sources that address the purposes of assessment	Staff learn the purposes of assessment within MTSS and the leadership team selects measures for the purposes of assessment across academic, behavior and social-emotional areas that are reliable, valid and accessible, as well as culturally, linguistically, and developmentally appropriate	AND staff engage in assessment with fidelity to: 1) answer predetermined guiding/critical questions regarding student functioning/outcomes, 2) identify students who are at-risk at least 3-4 times/year, 2) determine why a student is at risk, 3) monitor student growth/progress, 4) inform instructional/intervention planning, 5) determine student attainment of academic, behavior, and social-emotional outcomes	AND the leadership team and/or staff collaboratively and systematically evaluate and adjust assessment practices to ensure availability of accurate and useful data to inform instruction, and assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness

Source: North Carolina's Self-Assessment of MTSS (2015). Retrieved April 30, 2018, from https://www.livebinders.com/media/get/MTQzNTk4NTE=.

Key MTSS/RTI Practices

See **Webinar Handout 2**
Table 1 in the full report

Key MTSS/RTI practices are organized by:

Broad MTSS/RTI practices

- **Component**
  Highest level of the MTSS/RTI framework includes four components
  (i.e., Administer assessments, Offer multiple tiers of instruction and intervention, Support data-based decisionmaking, Support infrastructure practices for MTSS/RTI implementation)

  – **Subcomponent**
  Within each component are specific aspects
  (e.g., administer universal screening measures)

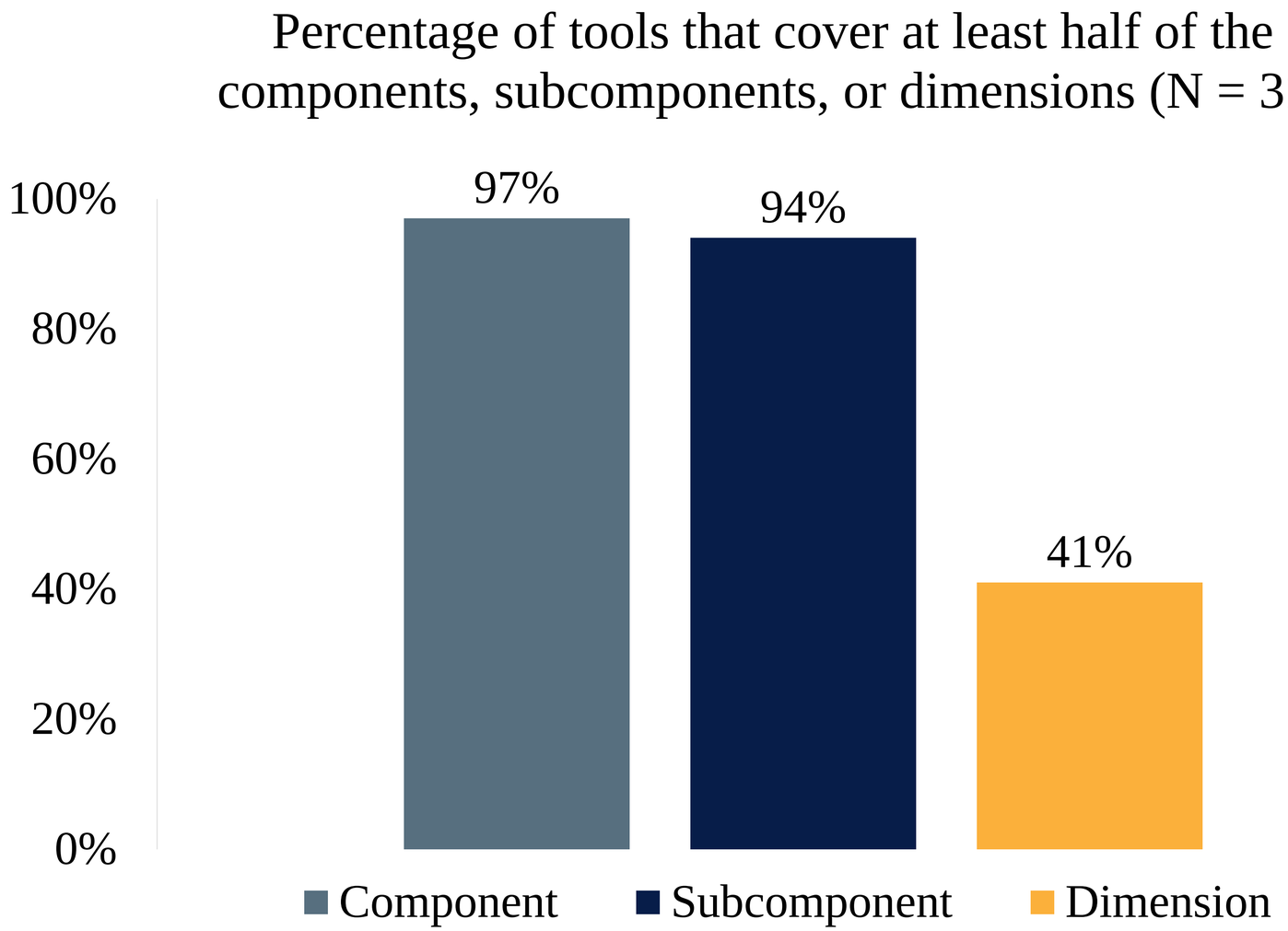
Specific MTSS/RTI practices

  o **Dimension**
  Help define and measure the subcomponents
  (e.g., use reliable and valid screening tools)

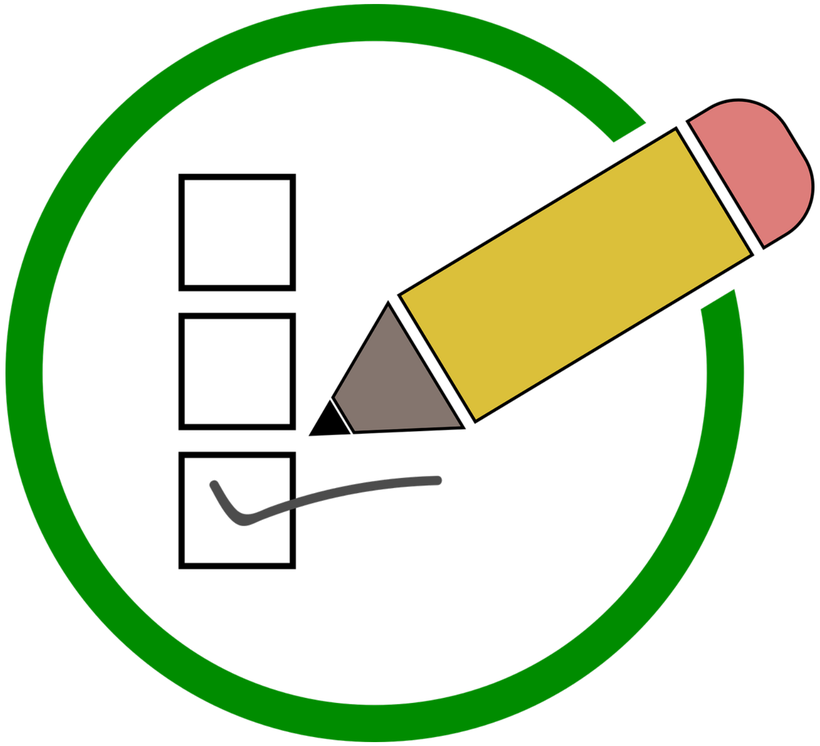
Table 1. Percentage of tools with each multi-tiered system of supports/response to intervention key practice, by component, subcomponent, and dimension

Key practice	Percent of tools
ADMINISTER ASSESSMENTS	81
Administer universal screening measures	90
Establish end-of-year benchmarks	13
Administer at least twice a year	48
Use reliable and valid screening tools	52
Include all students	65
Administer progress monitoring measures	87
Administer progress monitoring measures monthly at tier 2 and weekly at tier 3	29
Use reliable and valid progress monitoring tools	39
OFFER MULTIPLE TIERS OF INSTRUCTION AND INTERVENTION	77
Offer tier 1 instruction	90
Use evidence-based programs	45
Tie to standards-based curriculum	61
Address differentiation of instruction	68
Offer tier 1 to all students	74
Offer tier 2 intervention	84
Require consideration of group size and dosage	29
Tie to core curriculum	42
Use evidence-based interventions	45
Provide individualized instruction	52
Offer tier 3 intervention	77
Require consideration of group size and dosage	29
Tie to core curriculum	29
Use evidence-based interventions	32
Provide individualized instruction	48
SUPPORT DATA-BASED DECISIONMAKING	74
Establish data rules	74
Use tier 2 and 3 progress monitoring data to determine responsiveness to interventions	39
Use multiple sources of data to inform decisions	42
Use analysis of tier 2 and 3 progress monitoring data inclusive of slope of improvement or progress toward attainment of a goal	52
SUPPORT INFRASTRUCTURE PRACTICES FOR MTSS/RTI IMPLEMENTATION	39
Establish building-level implementation teams	87
Allocate time for teams to meet	26
Evaluate individual student progress using screening and progress monitoring data	29
Use a problem-solving approach for decisionmaking	71
Offer coaching to support implementation (for example, to understand data)	39

Do tools assess key MTSS/RTI practices?



Poll: If you use a tool, does it assess implementation of specific practices?



Tool Development and Refinement Process

Stephanie Wilkerson
REL Appalachia
Magnolia Consulting

Approaches to tool development and refinement

Input from multiple users

Pilot testing

Establishing technical adequacy

Input from multiple sources

- **Study finding:** At least **12 of the 21 states** gained input from multiple sources during tool development including:
  - Internal state experts and staff, such as state-funded technical assistance centers (12 states)
  - Outside experts, such as university researchers (11 states)
  - School representatives (6 states)
  - District representatives (5 states)
  - Research literature (3 states)

Pilot testing

- States might use pilot tests to answer questions such as:
  - Did users understand the terminology?
  - Did users follow the intended process to complete the tool?
  - How long did users typically take to complete the tool?

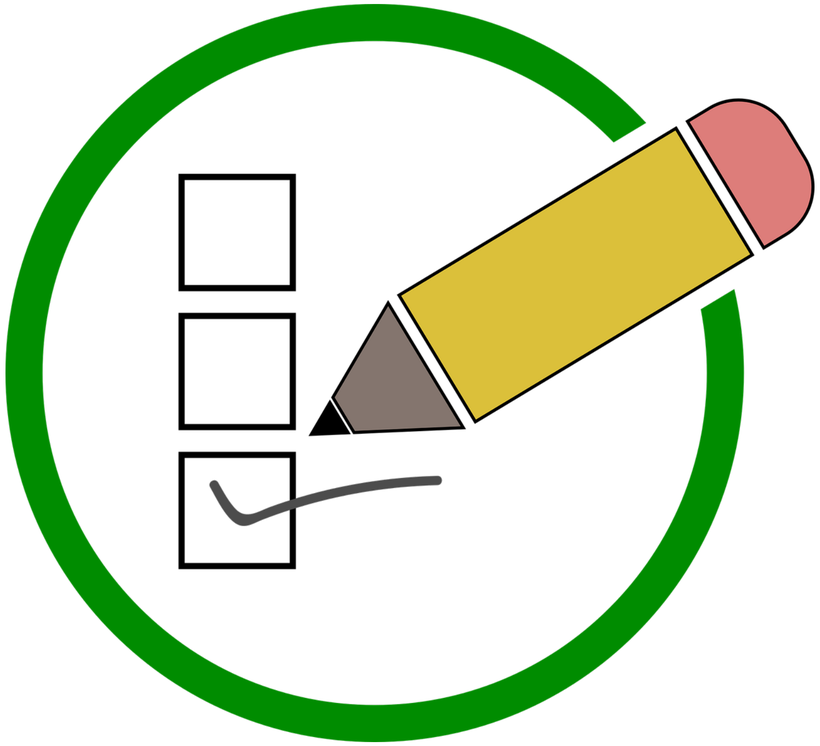
- **Study finding:** 8 of the 21 states conducted pilot tests or small-scale trial runs.

Technical adequacy

- Aspects of technical adequacy:
  - Validity
  - Reliability

- **Study finding:** 1 out of the 21 states had publicly available information about the tool's technical adequacy.

Poll: If you currently use an MTSS/RTI implementation assessment tool, do you have information about its validity or reliability?

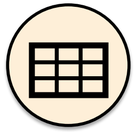


Using Study Findings to Inform the Development of the Tennessee Department of Education's RTI^2 Implementation Assessment Tool

Jennifer Nakamura
REL Appalachia
SRI International

Suggested practices for developing an MTSS/RTI implementation assessment tool

Measure *specific* MTSS/RTI practices.



Use a tool format, such as a rubric, that describes specific practices at each level of implementation.

Request evidence to justify tool ratings.

Obtain input from multiple sources.

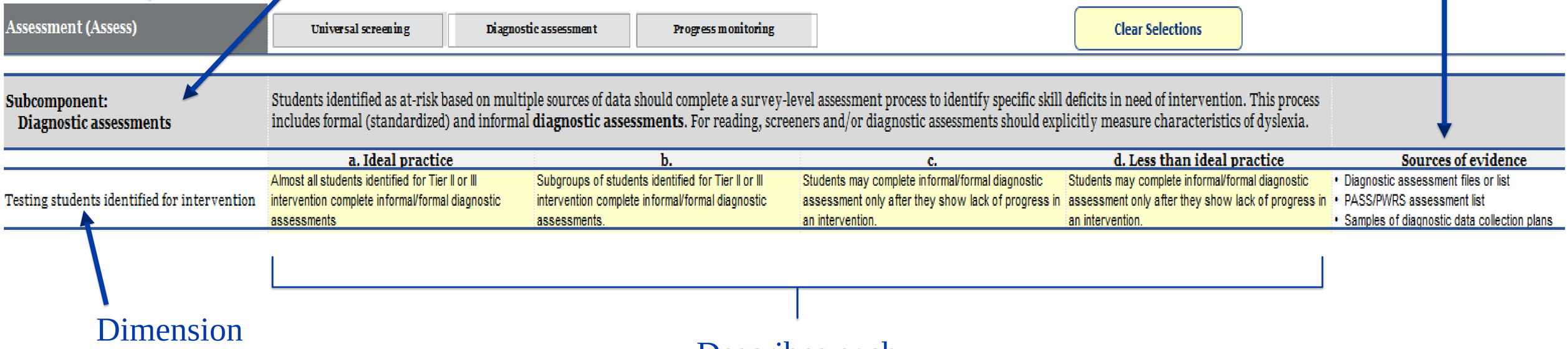
Pilot test the assessment tool.

Screenshot of Tennessee's RTI^2 Assessment Tool

Component

Subcomponent

Requests specific sources of evidence



Assessment (Assess)	Universal screening	Diagnostic assessment	Progress monitoring	Clear Selections	
Subcomponent: Diagnostic assessments	Students identified as at-risk based on multiple sources of data should complete a survey-level assessment process to identify specific skill deficits in need of intervention. This process includes formal (standardized) and informal **diagnostic assessments**. For reading, screeners and/or diagnostic assessments should explicitly measure characteristics of dyslexia.				
	a. Ideal practice	**b.**	**c.**	**d. Less than ideal practice**	**Sources of evidence**
Testing students identified for intervention	Almost all students identified for Tier II or III intervention complete informal/formal diagnostic assessments	Subgroups of students identified for Tier II or III intervention complete informal/formal diagnostic assessments.	Students may complete informal/formal diagnostic assessment only after they show lack of progress in an intervention.	Students may complete informal/formal diagnostic assessment only after they show lack of progress in an intervention.	• Diagnostic assessment files or list • PASS/PWRS assessment list • Samples of diagnostic data collection plans

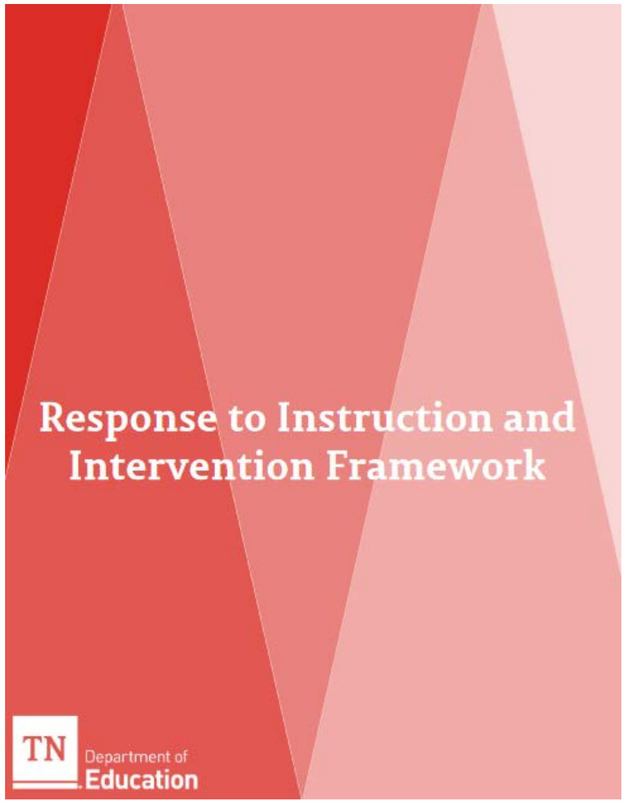
Dimension

Describes each level of implementation

Tennessee's tool development and refinement process

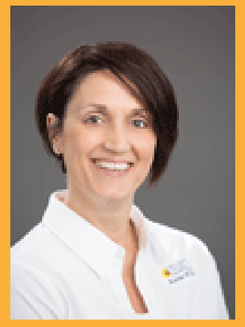
- Input from multiple sources
  - Initial development: TDOE state officials, research literature, TDOE RTI^2 manual
  - Cognitive interviews: regional interventionists, district and school staff members

- Resource on pilot testing the tool
  - Developing evaluation questions
  - Deciding on data collection methods
  - Selecting the study sample
  - Conducting analyses
  - Reflecting on results and determining action steps



Training and Supporting Tool Users

Stephanie Wilkerson
REL Appalachia
Magnolia Consulting



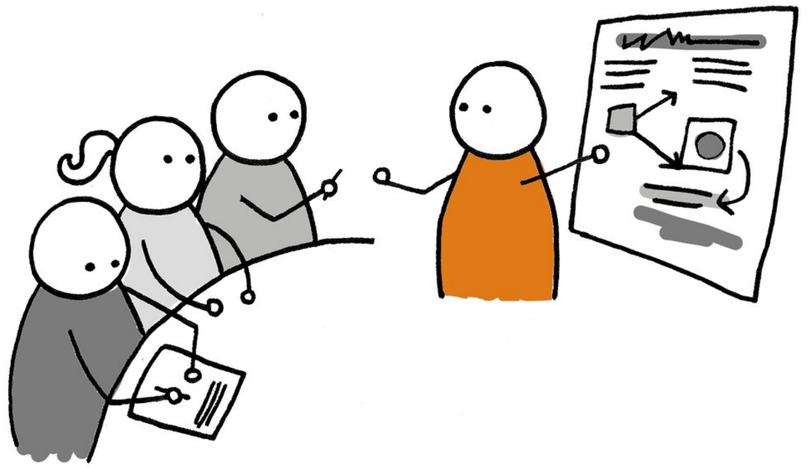
Stephanie Stindt
Kansas MTSS and Alignment Team

Joshua Lee
Kansas MTSS and Alignment Team

Tool training and supports

- Training can take place:
  - Before tool use
  - Throughout tool implementation

- Training can focus on the tool's:
  - Content and organization
  - Process for completion
  - Interpretation of results

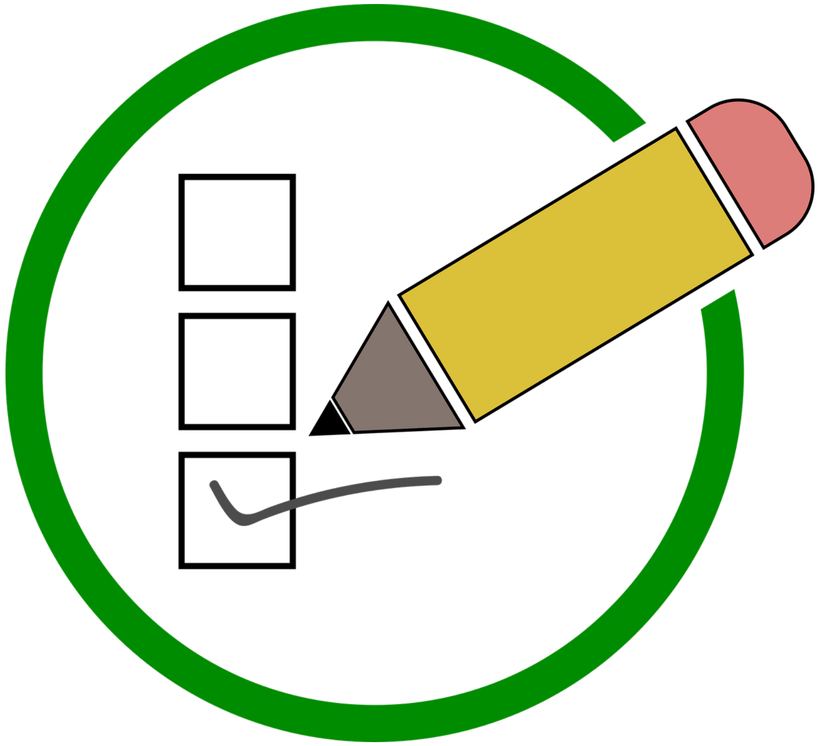


States' approaches to tool training

- **Study finding:** Interview respondents in 5 of 8 states reported having state-level coaches who supported tool use.

- **Study finding:** Interview respondents in six states reported how trainers and coaches followed up with communication processes and strategies to maintain implementation.

Poll: If you use a tool, what supports are you aware of for the tool you use or that your state currently has in place?



Kansas MTSS and Alignment Implementation Assessment Tools

- Innovation Configuration Matrix (ICM)
- Checklist for Implementation Readiness
- Process Implementation Tool
- Inclusive MTSS Implementation Scale (IMIS)

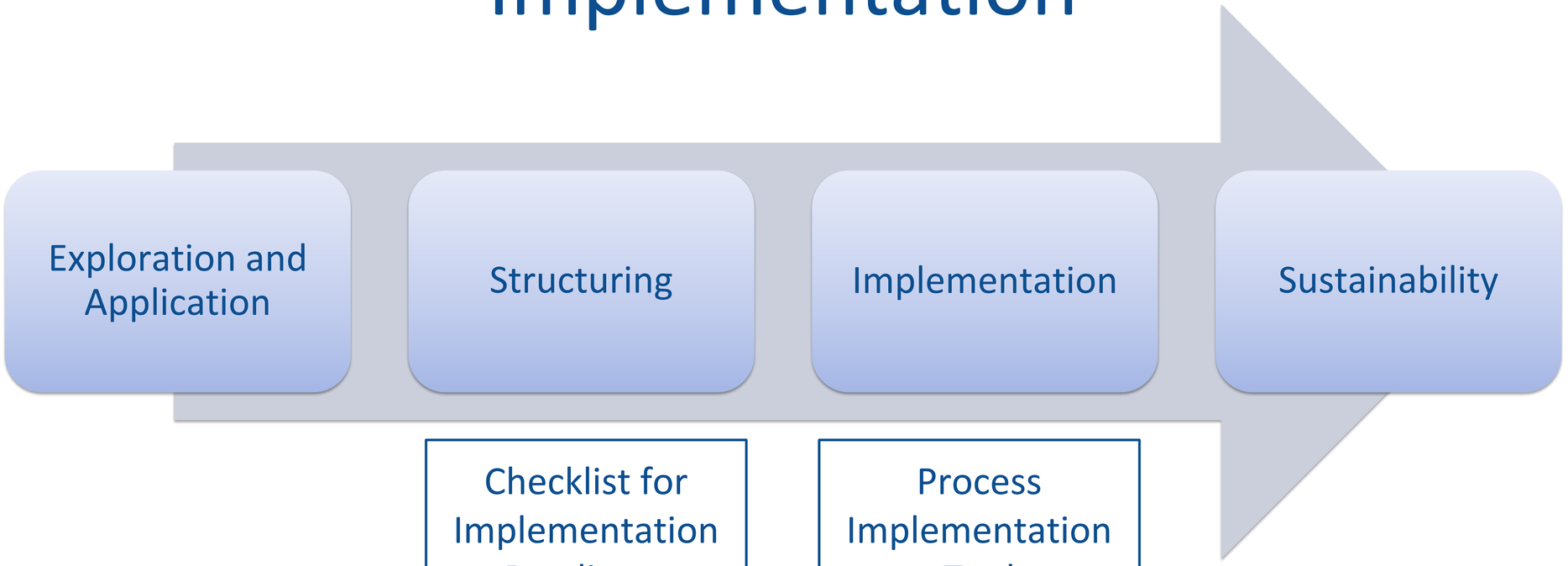
Kansas Multi-Tier System of Supports

Innovation Configuration Matrix (ICM)

Leadership and Empowerment

Component 1: Effective Leadership Teams (KESA: Stakeholder Involvement, Relationships, Responsive Culture)				
	Not Implementing	Implementing	Transitioning	Modeling
LE1	No formal leadership teams exist.	Formal leadership is identified by position such as principal, superintendent, department chairs, or other titled positions within the district.	Formal leadership teams exist only at some levels or include representation from some but not all: - Administration - Staff - Learners - Families - Community Collaborators	Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from: - Administration - Staff - Learners - Families - Community Collaborators
LE2	There are no identified leadership teams attending to academics, social emotional, and/or behavior.	The leadership team is informally identified to address academics, social emotional, and/or behavior concerns.	There are separate leadership teams identified to address academics, social emotional, and/or behavioral success that meet regularly.	The leadership team is known throughout the district/ community and meets regularly to address learner academics, social emotional, and/or behavior success in ar manner.
LE3	No clear role is identified for how each leadership team member will support MTSS.	General roles and responsibilities are identified for each leadership team member.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	The roles and respons each leadership team clearly identified and by the team as a whol

Kansas MTSS and Alignment Phases of Implementation



Checklist for Implementation Readiness

District: **School:**

Structures in Place:

ICM Item:	Systemic Component Task/Artifact:	Status/Date Completed:	Next Steps:	Responsible Parties:	District Specific Goal:
LE10 IS3	**Core Beliefs- (district & bldg.)** · Developed · Shared with staff · Finalized				
LE1 DBDM1 LE2 DBDM2 LE3 DBDM5 LE4 DBDM6 LE9 DBDM11 C3 DBDM12 IS1 IS6	**Leadership Team- (DLT and BLT)** · Established · Representative of district/bldg. · Meet on a regular basis				
LE1 I3 LE6 I5 LE8 DBDM3 LE9 DBDM4 LE14 IS1 C4 IS9 C5	**Collaborative Teams-** · Established · Schedule set for regular meetings · Develop a plan to monitor team function				

Process Implementation Tool

District: **School:**

Structures in Place:

ICM Item:	Systemic Component Task/Artifact:	Status/Date Completed:	Next Steps:	Responsible Parties:	District Specific Goal:
LE10 IS3	Core Beliefs- (district & bldg.) • Are the school's core beliefs and Shared Vision used by the leadership teams and staff when making decisions				
LE1 DBDM1 LE2 DBDM2 LE3 DBDM5 LE4 DBDM6 LE9 DBDM11 C3 DBDM12 IS1 IS4 IS6	Leadership Teams • Are Leadership teams representative of all stakeholders? • Are district and building leadership team meetings occurring as scheduled? • Do the district and building leadership teams utilize norms during meetings? • Are leadership teams reflecting on how MTSS interconnects with broader educational systems (Accreditation, Federal programs, etc.)? • Are decision making rules being used as planned?				

Inclusive MTSS Implementation Scale (IMIS)

Kansas Multi- Tier System of Supports

Please select the option that best describes each statement.

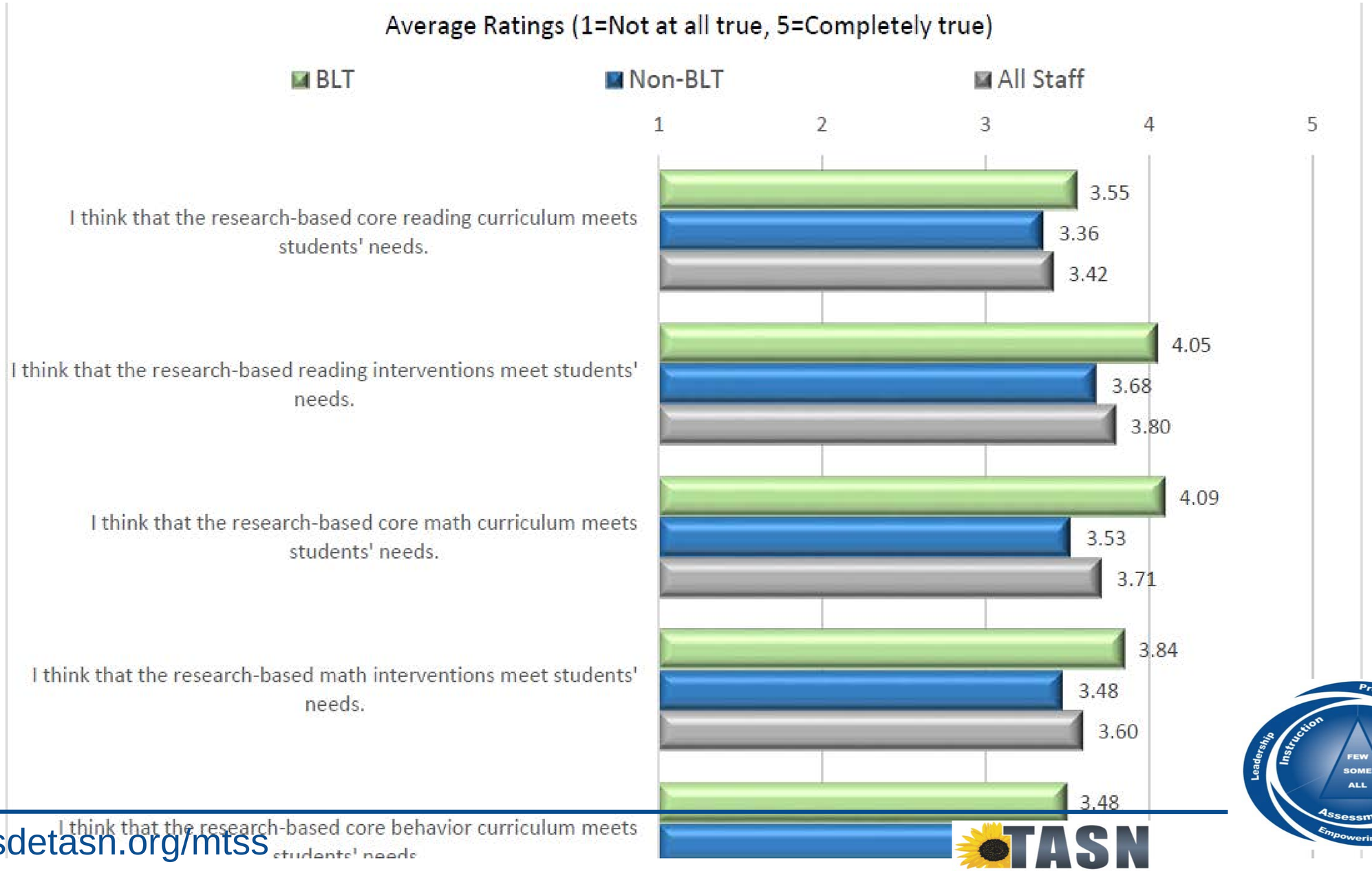
	Not at all true (1)	2	Somewhat true (3)	4	Completely true (5)
I can summarize my school's shared vision/mission.	○	○	○	○	○
My school has a strong integrated plan for supporting all students' academic, behavior, and social development.	○	○	○	○	○
I can describe how our integrated plan is aligned Pre-K through 12 with College and Career Ready standards.	○	○	○	○	○

My school has a process for regularly sharing data with staff. *

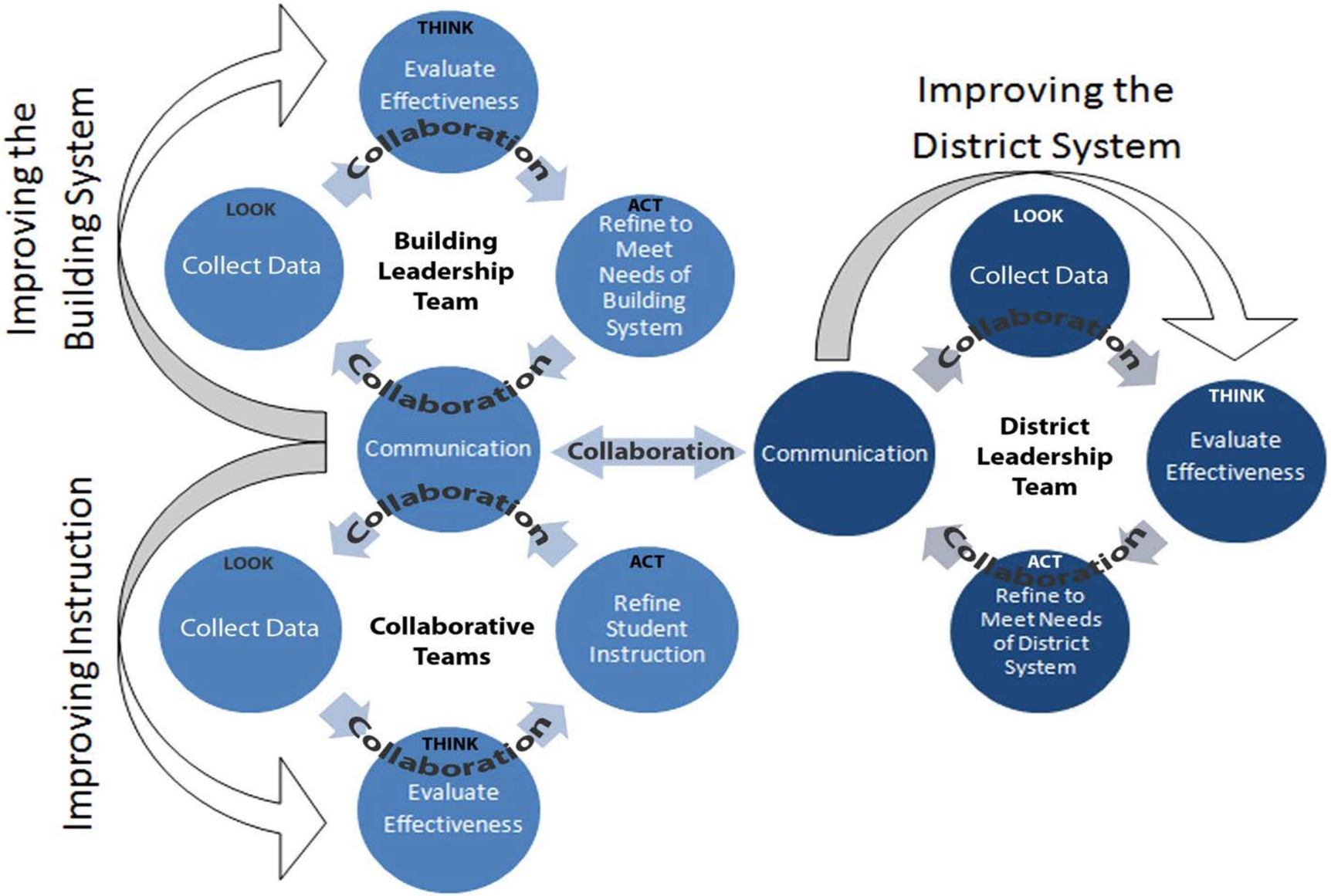
- ◯ No, not part of our focus
- ◯ Not yet, but we will be working on this
- ◯ Planned, but not yet in place
- ◯ Yes, but to a limited extent
- ◯ Yes, implemented school-wide
- ◯ Unsure

Administration ensures that training and coaching are provided to teachers to improve the fidelity of implementation. *

- ◯ No, not part of our focus
- ◯ Not yet, but we will be working on this
- ◯ Planned, but not yet in place
- ◯ Yes, but to a limited extent
- ◯ Yes, implemented school-wide
- ◯ Unsure


Average Ratings (1=Not at all true, 5=Completely true)
BLT
Non-BLT
All Staff
1
2
3
4
5
I think that the research-based core reading curriculum meets students' needs.
3.55
3.36
3.42
I think that the research-based reading interventions meet students' needs.
4.05
3.68
3.80
I think that the research-based core math curriculum meets students' needs.
4.09
3.53
3.71
I think that the research-based math interventions meet students' needs.
3.84
3.48
3.60
I think that the research-based core behavior curriculum meets students' needs
3.48

Self-Correcting Feedback Loop



Training and Coaching

- Districts apply to participate in training
- MTSS state trainers provide customized coaching depending on building and district needs
- Tools are used during training
  - To help schools self-evaluate MTSS implementation
  - To determine needed supports
  - To establish processes for systemic support and data-based decision making for all students

Questions?

Reminders

- You can access the webinar materials in the pod for immediate download. Final materials and a recording will be emailed within a month.

- The one-page report summary, full report, and appendix are available at: https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4580

For our growth…

We appreciate your feedback as we continue to improve our work to meet your needs!

Thank you!

https://ies.gov/ncee/edlabs/regions/appalachia

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