Integration & Sustainability

Evidence-Based Practices

Differentiated Instruction

Classroom Management

Early Intervention

Multi-Tier Model

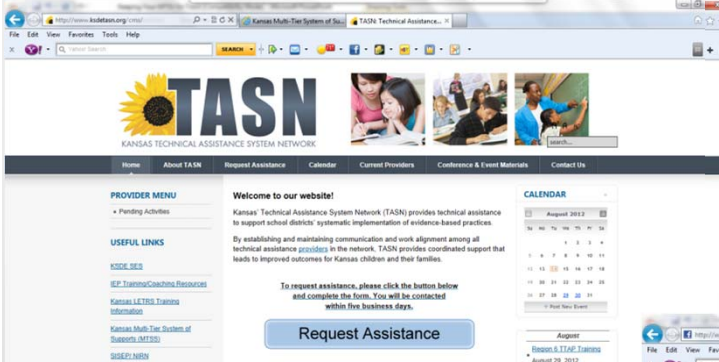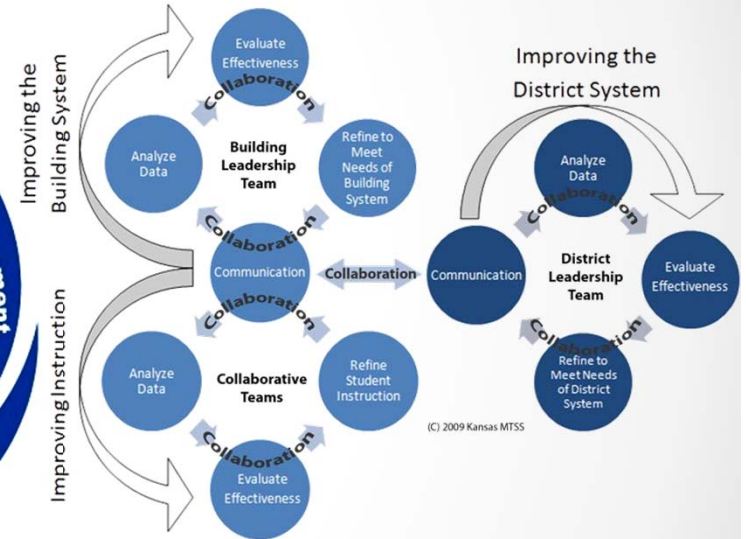Fluid Groups

Data-Based Decision Making

Problem Solving Process

All Systems Go!

Wichita's Path to Transformation with MTSS

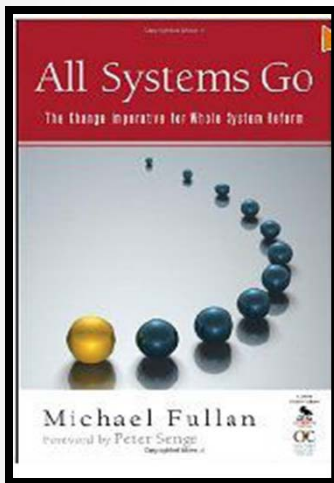Are we a "school system" or are we a "system of schools"?

Sustainability

Unless you align
- school,
- district,
- state, and
- national agendas, innovation within schools cannot be sustained.

Michael Fullan

The Strategic Plan

MTSS is the WORK!

- **Vision**

- **Strategic Plan**

- **Support and Direction from the District**

Shared Beliefs
- Successful public education is a community partnership.
- Public education is essential for the improvement of society and democracy.
- Everyone has worth and dignity and is treated with respect.
- We profit from diversity.
- Everyone can and will learn.
- It is worth the effort to ensure everyone learns.
- High expectations are essential for success.
- Families provide an essential foundation for learning.
- All families want their children to be successful.
- Learning is a life-long process.
- Everyone is entitled to a safe, supportive and nurturing learning environment.
- Every student is entitled to equitable opportunities, resources and services.
- Belonging is a key to student success.
- Change is inevitable and necessary; our response is intentional.

Objectives
- The graduation rate will be 100% using an aligned Pre-K–12 system.
- The 21st century skills and knowledge of all students will continually increase as measured by multiple assessments.
- The academic skill and knowledge gap among the student populations will be continually reduced until eliminated as measured by multiple assessments.
- The social skill and knowledge gap among the student populations will be continually reduced as measured by multiple assessments.
- A coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community will be fostered and sustained.

The Work of WPS

The work of Wichita Public Schools is to empower all students with the 21st century skills and knowledge necessary for success by providing a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community.

WICHITA PUBLIC SCHOOLS

Collaborative Partners

- Anita Archer: Explicit Instruction
- James Baker: Academic Structuring and
  Implementation
- George Batsche: Leadership and RtI
- Stevan Kukic: Strategic Reform
- Robert Pipik: Performance Management
- Randy Sprick: Positive Behavior Supports

Multi-Tier <u>System</u> of Supports <u>IS</u> the System Framework in Wichita Public Schools

District-Level Non-Negotiables

The culture of collaboration is embraced, expected, and supported at the school and district level as operationalized by the MTSS innovation configuration matrix.

District level standard protocols, in the areas of academic and behavior assessment, curriculum, intervention, instruction, and operations are established, implemented and supported with fidelity.

The focus of Professional Development is expecting and supporting fidelity of implementation.

Results-driven leadership is expected and supported.

District PD Plan

Cohort	Feeder Pattern(s)	# of schools	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	Southeast	13	Positive Behavior Supports	Positive Behavior Supports	Academics	Academics	Support for full system Implementation
2	Northeast & West	21					
3	Northwest & South	19					
4	East	13	Academics	Academics	Positive Behavior Supports	Positive Behavior Supports	
5	North	14					
6	Heights	14					

System Considerations

- Comprehensive Assessment System
- Positive Behavior Supports
- Structuring for Academic Literacy
- System of Data-Driven Decision Making

Comprehensive Assessment System: What is different?

Assessment Type	Use of Assessment	Purpose of Assessment	MTSS	Selected Assessment	Eliminated Assessments
Universal Screening (Formative)	To identify students who need more intense assessment to determine the potential for intervention	"First Alert"	ALL	• AIMSweb • Dial 3 • Get it, Got it, Go	• DIBELS • Jerry Johns
Progress Monitoring (Formative)	To determine student progress and to plan differentiated instruction	"Growth Charts"	SOME & FEW (Tier2/3)	• AIMSweb	• DIBELS
Diagnostic (Formative)	To plan instruction, including intensive intervention strategies	"In-depth View"	FEW (Tier2/3)	• AIMSweb • PAST • Quick Phonics • Error Analysis • Navigator Screener	• NWEA-MAP
Outcome (Summative)	To evaluate student performance after instruction is completed	"Reaching Our Goals"	ALL	• Kansas State Assessment • ACT, PLAN, EXPLORE	• Gates McGinitie

Assessments	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	August 22 – September 2 (K @ staggered attendance)	November 28 - December 16	April 23 – May 4
Universal Screener: Used to measure general outcomes of basic skills at the foundational level. HS uses 8th grade materials to identify appropriate instructional level.																	
Get it, Got it, Go	•														X	X	X
Read Well Entry Placement		•													Sept 12-16	N/A	N/A
Early Literacy: AIMSweb		•	•												X	X	X
Fluency: AIMSweb R-CBM			•	•	•	•	•	•							X	X	X
Comprehension: AIMSweb Maze				•	•	•	•	•	•	•	•	•	•	•	X	X	X
Early Numeracy: AIMSweb		•	•												X	X	X
Computation: AIMSweb M-COMP			•	•	•	•	•	•	•	•	•	•	•	•	X	X	X
Concepts/Application: AIMSweb M-CAP				•	•	•	•	•	•	•	•	•	•	•	6 - 12	X	X
• HS students considered at- risk of underperforming																	
Progress Monitoring: Used to monitor the progress of students identified as at-risk or below target by setting goals and assessing at the goal level to demonstrate improvement.																	
See Assessment Protocols	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	See Assessment Protocols		
Read Well Units & TEL AIMSweb		•													Individual students as needed		
Early Literacy: AIMSweb			•												Individual students as needed		
Fluency: AIMSweb R-CBM			•	•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Comprehension: AIMSweb MAZE				•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Early Numeracy: AIMSweb		•	•												Individual students as needed		
Computation: AIMSweb M-CAP & M-COMP			•	•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Diagnostics: Used to determine cause and affect relationships in students' misconceptions of specific skills and concepts.																	
Literacy: PAST		•	•	•	•										Individual students as needed		
Literacy: Quick Phonics/ Decoding Surveys			•	•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Skills/Strategies Identification: Lexia	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Fluency: AIMSweb R-CBM									•	•	•	•	•	•	Individual students as needed		
Math: Error Analysis															Ongoing with constructive feedback		

2011-2012 Comprehensive Assessment System   draft 9-31-11

Outcome Assessments: Evaluate student performance after instruction is completed.																
Writing using appropriate rubrics	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	1st Semester	2nd Semester
Writing Performance: *(See curriculum guides for writing information by grade level)*																
Reading/ELA, Soc. St., Science		•	•	•	•	•	•	•	•	•	•	•	•		2-11	K-11
Computerized Assessments	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	OTL/Alternate windows	
Kansas State Assessments:												OTL				
Reading and Math - Grade 11 cohort *(Feb 15 – April 20) grades 3 -8 **(Feb 15 – May 11) grades 9 and 10					•	•	•	•	•	•	•	•	•		Fall OTL: October 3-January 20 (All) Spring OTL: February 15-May 11 (9th/10th R & M & Sci; and 10th Hist/Gov)	
Science - Grade 11 Cohort *(Feb 15 – April 20) grades 4 & 7 **(Feb 15 – May 11) grades 9 and 10						•			•		•	•	•		Alternate: Indicators by November 22, 2011 All scores entered by April 20, 2012	
Social Studies - Grade 12 Cohort *(Feb 15 – April 20) grade 6 & 8 **(Feb 15 – May 11) grade 10								•		•		•		•	*The testing window for 2012 will be February 15 – April 20 for all subject areas. Please note that April 20 is a "hard close", therefore there will be no time in the schedule for make-ups **Note exceptions for grades 9 and 10.	
KELPA (Paper/Pencil)		•	•	•	•	•	•	•	•	•	•	•	•	•	ELL identified students-February 6 – April 30	
Pre-LAS	•														Aug 22 – Sept 9 & March 26 – April 16	
College Readiness Assessments	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Administration Date	
ACT / PSAT																
ACT Explore										•	•				October 12 – November 9 (8th grade AVID only) October 12 (9th grade)	
ACT Plan												•			October 12	
PSAT												•	•		October 12	
															Interested and encouraged sophomores and juniors	

Positive Behavior Supports

- Safe and Civil Schools
  (Randy Sprick)
  - Classroom Management System:
    CHAMPS/ACHIEVE
    (4000 instructional staff trained)
  - Schoolwide Management System:
    FOUNDATIONS training for structuring
    - Guidelines for Success

Academic Focus: Literacy

Narrowing the Focus

- Three-Pronged Approach
    - Revising Literacy Curriculum Protocol
        - Guaranteed and Viable Curriculum
        - Kindergarten Curriculum
        - Systemic P-12 Intervention Solutions
    - Professional Development that develops all teachers into Literacy Experts (LETRS)
    - Instructional Model (including Explicit Instruction)

WICHITA
PUBLIC SCHOOLS®

System of Data-Driven Decision Making

- Performance Management System
- Facility Stat
- School Stat
  - Principals
  - Leadership Teams
  - Grade-level/Department Teams

Translating Mission to Motion

Decision

Recommendation

Academic Leadership Team

- Superintendent
- Asst. Superintendents
- Executive Directors
- Chief Academic Officer
- Learning Services
- Student Support Services
- Innovation & Evaluation

MTSS District Leadership Team

P r o p o s a l

Work Group 1
- Coaching

Work Group 2
- Literacy

Work Group 3
- Behavior

Work Group 4
- Math (2012)

Work Group 5
- Instruction (2012)

Work Group 6
- Leadership (?)

Work Group 7
- Professional Development (?)

Kansas MTSS Evaluation Project

October 2012

The Study Group Inc.'s Support to KSDE

- RFP planning & design.

- Evaluation management & oversight.

TSG's Role in RFP Planning & Design

<u>Duration</u>:   4 years.

<u>Focus</u>: formative & summative.

<u>Parameters</u>:

- o Address evaluation questions.
- o Conduct evaluability assessment.
- o Maximize use of existing data.
- o Relate to multiple audiences.

The *Study Group* Inc.

TSG's Role in RFP Planning & Design continued

Outcomes:

o Effects on school practice.

o Effects on students.

o Effects on systems.

TSG's Role in Management & Oversight

- Sustain focus on evaluation questions.

- Ensure integrity of data collection & analysis.

- Recognize the differences/uses of formative & summative results.

- Maintain long-term perspective.

WestEd's Evaluation of MTSS as a Statewide Initiative

- Guided by state's questions
- Informed by Evaluability Assessment
- Informed and driven by research and theoretical framework
- Both formative and summative

MTSS Evaluation Questions

1. Scope

2. Implementation

3. Student Outcomes

4. Statewide System and Infrastructure

5. Sustainability

Evaluability Assessment

Purpose

- Explore the feasibility of doing an evaluation
- Identify how to measure intended outcomes of MTSS initiative

Activities

- Document review
- Interviews
- Literature review
- Examination of data sources

What we learned from the EA?

- MTSS logic model, conceptual framework, and ICM are well aligned
- Stakeholders at all levels have common understanding of purpose, goals and outcomes of MTSS
- Data sources are available
- Some challenges or limitations in data availability

→ All informed Evaluation Plan

Conceptual Framework for MTSS Evaluation

Online Survey of School

Interviews, Focus Groups, Documents & Extant Data

Case Studies
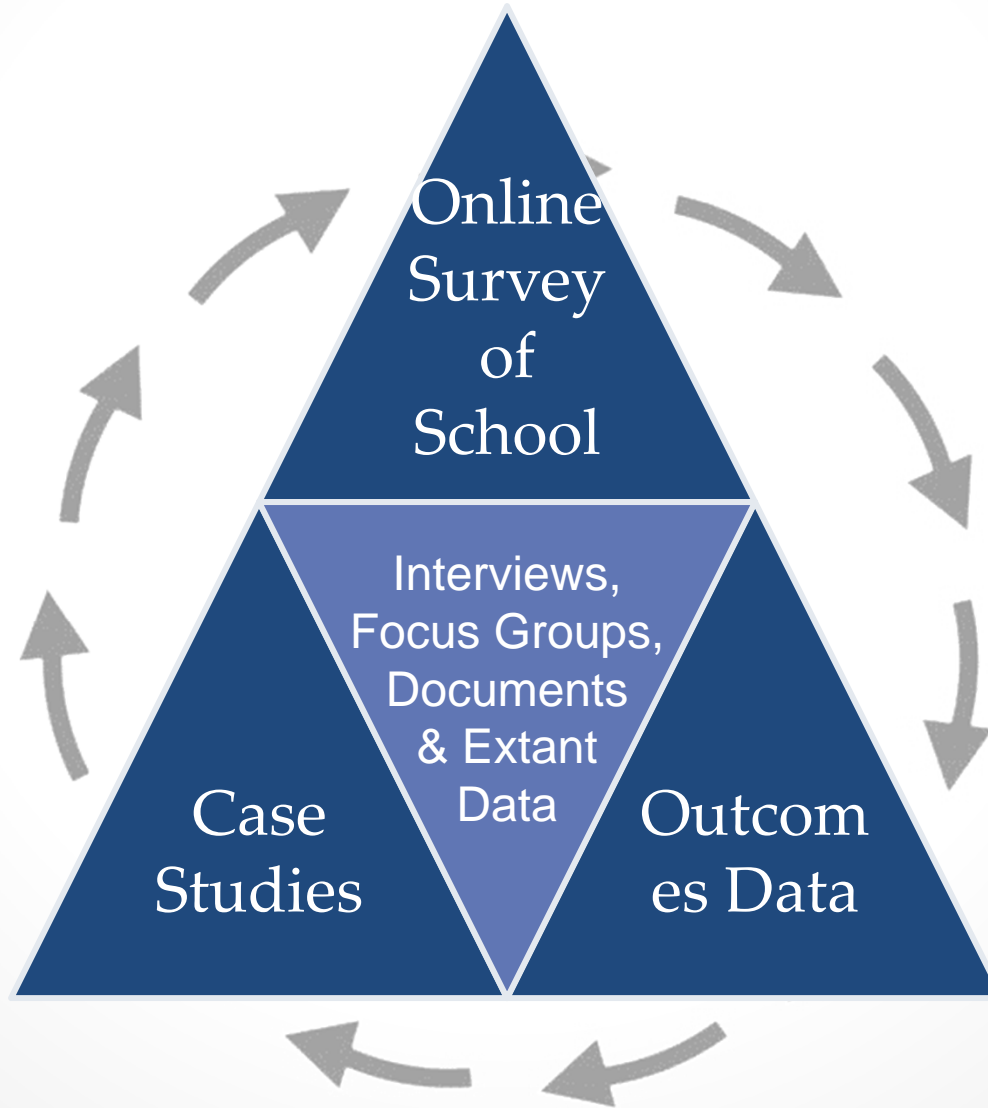
Outcomes Data

Data Collection Activities Extant Data

- Core Team data-MTSS training participation
- State data-School characteristics
- Student outcomes-Kansas Statewide Assessment
- MTSS Training and other documents

Data Collection Activities
New Data Collection

- Statewide online survey- All schools
- Case studies- One district and five schools
- Collection of Building Level Status Forms and ODR data
- Interviews and focus groups

Evaluation Activities To Date

- In <u>baseline</u> year of 3 years
- Formative activities for quick feedback
  - Participation tracking
  - MTSS practices school survey
  - Collection of building level universal screening data

MTSS School Survey

- All schools—1346 buildings

- 656 usable responses

  - 48.7% response rate

    - Over representation of schools implementing MTSS

- Responses from 233 of 289 districts statewide

- 80.6% of all public school districts

WestEd

Survey was designed to…

- Identify schools implementing MTSS
- Classify schools into <u>stages of implementation</u> based on their self-reported practices
  - o Worked closely with KSDE MTSS leadership to identify what practices equate to each stage
- Track implementation and progress through stages over time

Survey Topic Areas

- Introductory Questions
- Leadership and Empowerment
- Assessment Practices
- Curricular and Instructional Practices
- Data-based Decision-making
- Tiered Interventions
- Student Outcomes
- Professional Development
- Barriers and Supports to Implementation
- Integration and Sustainability

Survey Findings Highlights

- 88.2% responding schools implementing MTSS

Level of implementation varies:

- 32.8% initial implementation
- 6.1% in full implementation

MTSS has the potential to become a statewide, fully implemented school improvement initiative.

Next Steps

- Case Study Site Visits Fall 2012
- Analysis of quantitative data
  - State assessment data
  - Building level status data
- Document review
- → Continue evaluation cycle yearly
- Summative activities will track progress over time.

Contact Information

- Natalie Lacireno-Paquet nlacire@wested.org

- Kristin Reedy kreedy@wested.org

- Mike Norman studygroup@aol.com

- KSDE MTSS Web site:
  http://www.kansasmtss.org/

- Learning Innovations at WestEd Web site:
  http://www.wested.org/li

The Kansas MTSS Framework

www.kansasmtss.org