



MTSS Fest 2021 Agenda

Planning a Meaningful Evaluation & Assessment Calendar

August 12, 2021



SISEP

State Implementation and Scaling-up
of Evidence-based Practices



NIRN

NATIONAL IMPLEMENTATION
RESEARCH NETWORK

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE



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Learning Objectives

By the end of this session, you will be able to....

- Articulate why for measuring the “System” within MTSS
- Identify components of a Decision Support Data System to plan for a meaningful assessment calendar
- Effectively communicate the Evaluation Plan and Assessment Calendar

Why Measure the "System" in MTSS



Why: Need for Measuring the “System”

To Answer Question(s):
Are we achieving our outcomes?

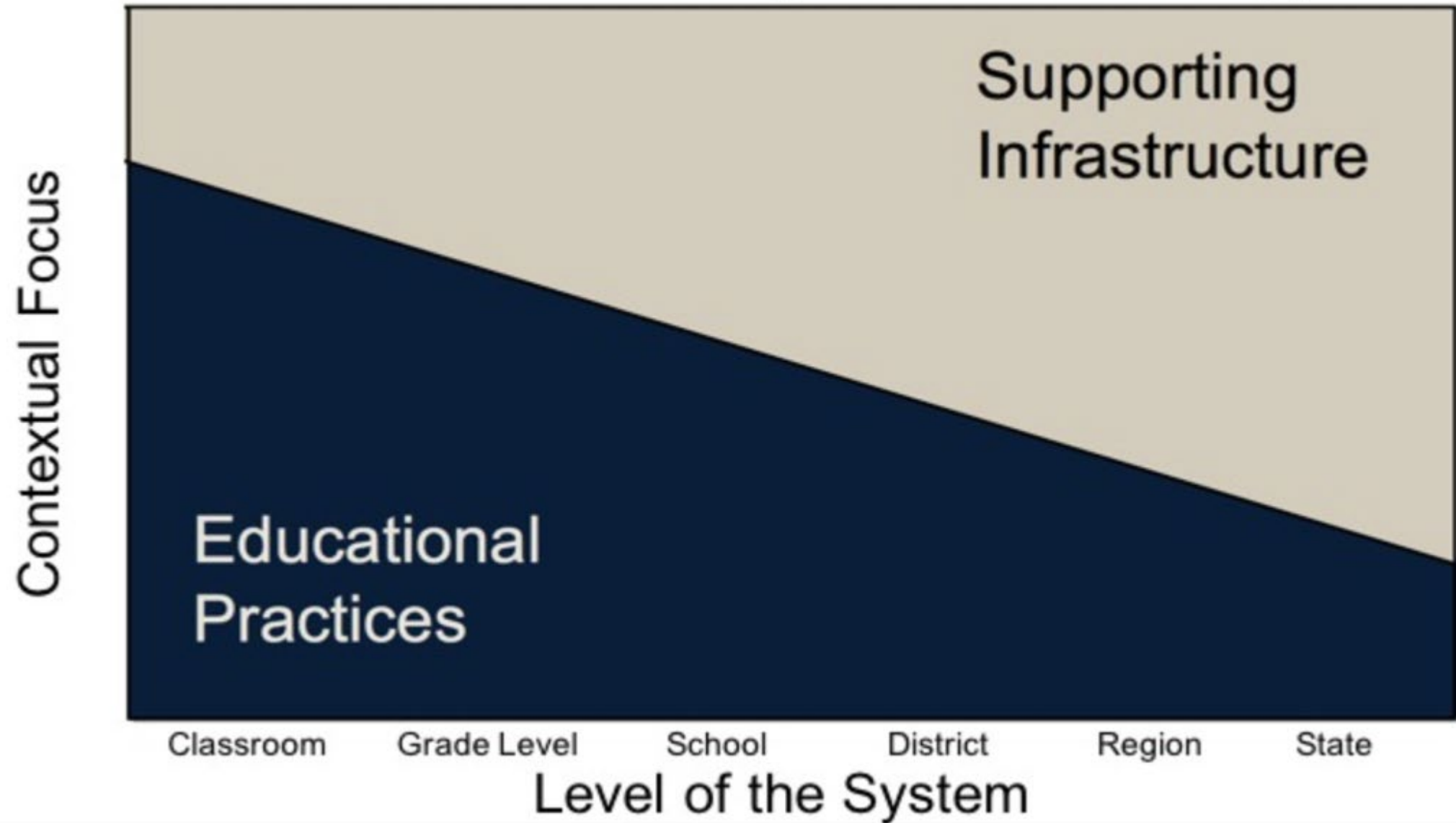
To Improve/Inform Implementation/Practice

Bottom Line Up Front: students and implementation supports

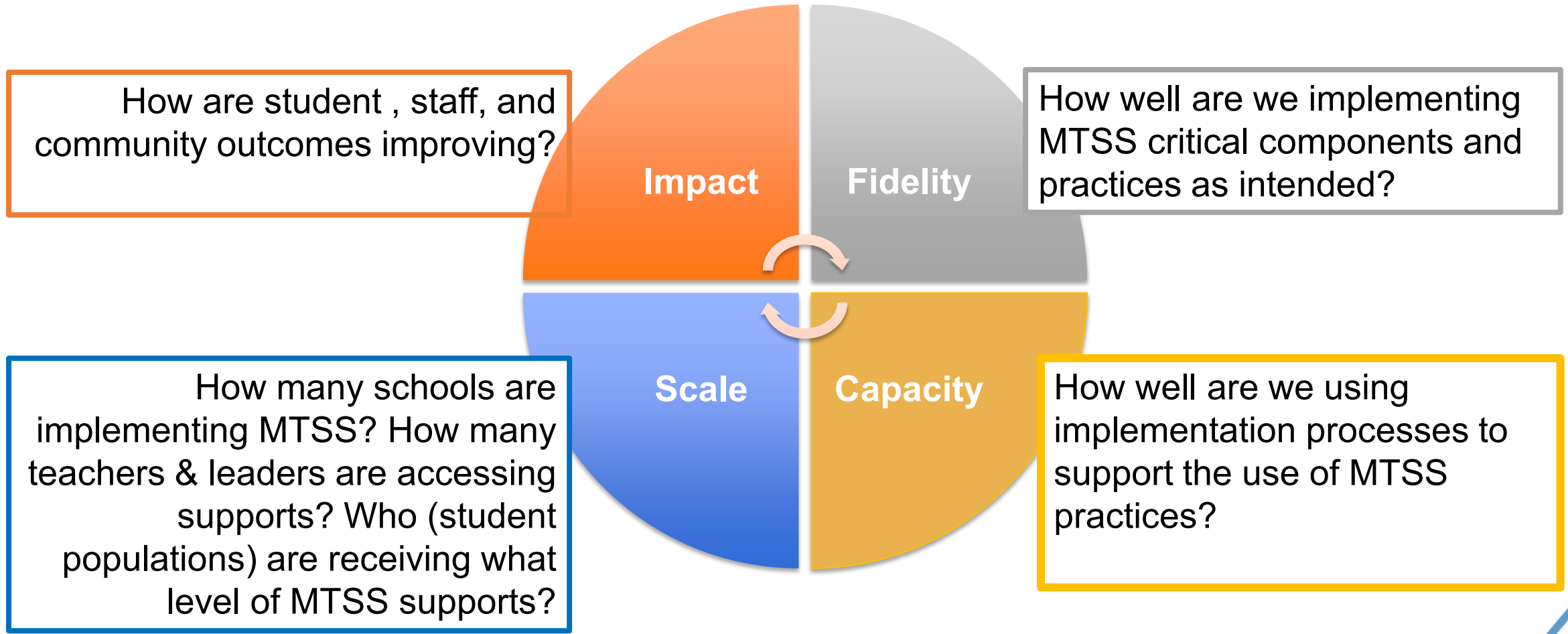
- Examine the impact of implementation conditions (district/school) on teacher practice, student learning (academic, social-emotional, etc.), and other identified outcomes.


- Use data to inform/improve implementation supports and supportive processes that impact the quality of implementation.

Framework for Addressing Practice and Supports



Measuring the System..





“You can have data without information, but you cannot have information without data.”
— Daniel Keys Moran

Best Practices for Measuring the System



Implementation Drivers



Best-Practice: Decision Support Data System



- **Monitor** and **improve** outcomes
- Engage in **continuous** quality **improvement**
- **Celebrate** success

- Someone is accountable for the decision-support data system
- Staff have access to relevant data for making decisions for improvement
- Data are useful and usable
- Staff have a process for using data for decision-making and communicating data and information
- Staff are trained and coached so they can use a common data use process
- Center equity



Data Guru

There is someone accountable for measurement & assessment.

A specific person is responsible for coordinating a data system that is used to support decision making for the program or practice and its implementation. This person is able to execute the responsibilities related to his/her role in overseeing the decision-support data system.

Accountability within Implementation Team

Data Coordinator/Lead Role to:

- Coordinate:
 - Data Collection Schedule
 - Data Review Schedule
- Ensures Data is:
 - Accurate
 - Reliable
 - Relevant
 - Timely
- Supports team and staff skill development in using data



[Example Data Coordinator Job Description](#)

[Discussion/Activity]

Accountability with your Implementation Team

- Take 1 minute & reflect on current MTSS team.
- Complete the Poll with the following question:
 - Is someone or multiple individuals identified for the Data Guru role?
 - Yes
 - No
- In chat box, what is a one action you think needed to support this role on your team?



Access to Data

Agency staff has access to relevant data for making decisions in system improvement.

Relevant staff have access to and can analyze all of the following data for system improvement:

- Fidelity data
- Outcome data
- Programmatic data, including feedback from staff, students, and families
- Financial data

Different Types of Data

Program or Process

Data that are relevant to administration of the strategy, program, or practice

Examples

- Enrollment
- Reach
- Scale
- Cost of participation
- GIS Data
- Staffing
- Training Effectiveness

Fidelity (Integrity)

Data that measures the extent to which the strategy, program, or practice has been implemented as intended

Constructs

- Adherence
- Dosage/Exposure
- Quality/Competency
- Participant Responsiveness
- Component Differentiation

Examples: Observation, Self-Report, Product Reviews, Interviews

Outcome

Results data, measures the impact of the strategy, practice, or program

Examples

- Improved achievement
- Improved skills or behavior
- Teacher retention
- Increased knowledge
- Changes in beliefs or perceptions



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Data Example – School A

School A has identified attendance in middle schools across the district as the primary concern for problem solving.

- Solution: District supported attendance campaign to include celebrations for improved attendance and decrease in referrals
- Outcome:
 - 3.7% reduction in number of days missed
 - 5% reduction in tardies
 - Increase in office discipline referrals
 - Increase in days of suspension
- Data used:
 - Attendance – inclusive of tardies and early dismissals
 - Office Discipline Referrals (ODR)
 - Suspensions

Data Example – School B

School B has identified attendance in middle schools across the district as the primary concern for problem solving.

Solution: District supported attendance campaign to include celebrations for improved attendance and decreased referrals. This was combined with school wide lessons from guidance counselors and after school program coordinators on coping with stress and strategies for mental wellness. Additionally, the district provided an extra bus route for after school programs and free city bus passes as needed.

Outcome:

8.2% reduction in number of days missed 7% reduction in tardies
6% decrease in Office Discipline Referrals 15% in number of days of suspension

Data used:

- Attendance – inclusive of tardies and early dismissals
- Office Discipline Referrals (ODR)
- Suspensions
- Lesson observations
- Number of available afterschool programs
- Afterschool program attendance and program/curriculum goals
- Community health statistics
- Adverse Childhood Experiences (ACEs) Data
- Crime rates, gang activity
- Number of single family homes
- Student, family, staff surveys/interviews

[Discussion/Activity]

Data Access

District Capacity Assessment Item
#14

- Take 1 minute & reflect on your available data
- Complete the Poll with the following questions:
 - Choose all the different types of data your team has access to?
 - Student outcome data – academic (e.g., universal screening data, progress monitoring data, and summative assessment data)
 - Student outcome data – behavioral (universal screening, progress monitoring)
 - Fidelity data for evidence-based practices (e.g., TFIs)
 - Capacity data (e.g., DCA)
 - Scale or Reach data
 - Which data do you wish you had but don't?



Useful and Usable Data

Data are Useful and Usable

Data collected meet all of the following criteria to be useful and usable:

- Collected in a standardized way by trained staff
- Provide relevant information that can support improvement processes
- Available with relevant staff are making decisions
- An important component of practice routines

Data Collection: Who/What/When

Effective Implementation Cohort (EIC) Data Collection Plan & Timeline

INDICATOR/ CONSTRUCT	ADMINISTERED WITH WHOM	MEASURE/DAT A REQUIRED	METHOD	FREQUENCY OF COLLECTION/ SCHEDULE	COLLECTOR	SCHEDULE FOR DATA SHARING	FORMAT FOR DATA SHARING
What indicator or construct is being measured?	What group is data being collected from? Be as specific as possible. D=District B=Building/School T=Teacher S=Student	What measure will be used? What data will be needed?	How will the data be collected (e.g., observation, interview, survey, administrative data)?	How often will data be collected? What is the schedule for data collection?	Who will be responsible for collecting the data?	What is the schedule for sharing the data with the receiving party (NIRN or LEA/Provider)?	What is the format of the data being shared with the receiving party (NIRN or LEA/Provider)?

Example Year 1 District MTSS Assessment Schedule

Year 1 Assessment Schedule

In year 1, district-level data and initial PBIS implementation data are collected for schools in the first cohort.

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
DCA	8/1-9/30	8/1-9/30				1/1-2/28	1/1-2/28				
District Installation Checklist		x	x	x	x	x	x	x	x	x	x
PBIS Installation Checklist (Cohort 1 schools only)							x	x	x	x	
SWPBIS TFI (Cohort 1 schools only)							b/n PBIS Days 2 & 3 (Tier 1)	b/n PBIS Days 2 & 3 (Tier 1)			

Example Year 2 District MTSS Assessment Schedule

Year 2 Assessment Schedule

In year 2, the district team continues to collect data on capacity for implementation. Cohort 1 schools begin collecting reading and/or engagement data in addition to behavior data. Cohort 2 schools start collecting PBIS implementation data.



Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
DCA	8/1-9/30	8/1-9/30				1/1-2/28	1/1-2/28				
District Installation Checklist	x	x	x	x	x	x	x	x	x	x	x
PBIS Installation Checklist	Cohort 1	Cohort 1	Cohort 1	Cohort 1	Cohort 1	Cohort 1	Cohort 2	Cohort 2	Cohort 2	Cohort 2	
Reading Installation Checklist (Cohort 1 schools only)			x	x	x	x	x	x	x	x	
Discipline Referrals (Cohort 1 schools only)	x	x	x	x	x	x	x	x	x	x	x
Reading Universal Screening (Cohort 1 schools only)		Insert District window				Insert District window				Insert District window	
Early Warning Indicators (Cohort 1 only)					Trimester 1	Quarter 2 -or- Semester 1		Trimester 2	Quarter 3 -or- Mid-term		End of Year
SWPBIS TFI		Cohort			Cohort		Cohort	Cohort	Cohort 1:	Cohort	

Example Year 2 District MTSS Assessment Schedule Continued

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SWPBIS TFI		Cohort 1: Prior to District DR (Tier 1)			Cohort 1: Prior to Winter DR (Tier 1) if below 70% in the Fall		Cohort 2: b/n PBIS Days 2 & 3 (Tier 1)	Cohort 2: b/n PBIS Days 2 & 3 (Tier 1)	Cohort 1: before Spring Data Review CSS (Elementary Tier 1, Secondary Tiers 1-2)	Cohort 1: before Spring Data Review CSS (Elementary Tier 1, Secondary Tiers 1-2)	
R-TFI Elementary-Level Edition (Cohort 1 only)				After Tier 1 Systems and prior to Winter DR CSS (Tier 1)	After Tier 1 Systems and prior to Winter DR CSS (Tier 1)	After Tier 1 Systems and prior to Winter DR CSS (Tier 1)			Cohort 1: before Spring Data Review CSS (Tier 1)	Cohort 1: before Spring Data Review CSS (Tier 1)	
R-TFI Secondary-Level Edition (Cohort 1 only)				After SCAR Day 2 and prior to Winter DR CSS (Tier 1)	After SCAR Day 2 and prior to Winter DR CSS (Tier 1)	After SCAR Day 2 and prior to Winter DR CSS (Tier 1)			After Intervention System Day 2 and prior to Spring DR CSS (all Tiers)		
Intervention System Installation Checklist (Cohort 1)								x	x	x	x
Check-In Check-Out Installation Checklist (Cohort 1)									x	x	x

Example Year 3 District MTSS Assessment Schedule Continued

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Reading Universal Screening		x				x				x	
Early Warning Indicators			20 Days		Trimester 1	Quarter 2 -or- Semester 1		Trimester 2	Quarter 3 -or- Mid-term		End of Year
SWPBIS TFI		Cohort 2: Prior to Fall District DR (Tier 1)	Cohort 1: between Intervention System Days 1 and 2 complete R-TFI Tier 2, SWPBIS Tier 2	Cohort 1: between Intervention System Days 1 and 2 complete R-TFI Tier 2, SWPBIS Tier 2					Cohort 1: Prior to Spring DR CSS (all Tiers) Cohort 2: Prior to Spring DR CSS (Tier 1)	Cohort 1: between Intervention System Days 1 and 2 complete R-TFI Tier 2, SWPBIS Tier 2	
R-TFI Elementary-Level Edition				Cohort 1: b/n Intervention Systems Day 2 and 3 - Tier 2 Cohort 2: After Tier 1 Reading Systems and prior to Winter DR CSS (Tier 1)	Cohort 1: b/n Intervention Systems Day 2 and 3 - Tier 2 Cohort 2: After Tier 1 Reading Systems and prior to Winter DR CSS (Tier 1)			Cohort 1: b/n Intensifying Interventions and Spring Data Review CSS: Tiers 1-3	Cohort 2: before Spring Data Review CSS (Tier 1)		

Example Year 3 District MTSS Assessment Schedule Continued

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
R-TFI Secondary-Level Edition				Cohort 1: b/n Interventi on Systems Day <u>2</u> and 3 - Tier 2/3 Cohort 2: After SCAR Day 2 and prior to Winter DR CSS (Tier 1)	Cohort 1: b/n Interventi on Systems Day <u>2</u> and 3 - Tier 2/3 Cohort 2: After SCAR Day 2 and prior to Winter DR CSS (Tier 1)	Cohort 1: b/n Interventi on Systems Day <u>2</u> and 3 - Tier 2/3 Cohort 2: After SCAR Day 2 and prior to Winter DR CSS (Tier 1)			Cohort 1: Prior to Spring DR CSS (all Tiers) Cohort 2: After Interventi on Systems Day 2 and prior to Spring DR CSS (All Tiers)		



Example Year 4 District MTSS Assessment Schedule

Year 4 Assessment Schedule

By year 4, the district should be in the routine of collecting capacity data. Cohort 1 schools are continuously improving their data collection and use. Cohort 2 schools start collecting data on Tiers 2 and 3 implementation and student outcomes. This is the schedule that will be sustained for future years.



Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
DCA	8/1-9/30	8/1-9/30				1/1-2/28	1/1-2/28				
District Installation Checklist	x	x	x								
PBIS Installation Checklist						x	x	x	x	x	
Reading Installation Checklist											
Discipline Referrals	x	x	x	x	x	x	x	x	x	x	x
Student Risk Screening Scale			x		x				x		



Example Year 4 District MTSS Assessment Schedule Continued

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Reading Universal Screening		x				x				x	
Early Warning Indicators			20 Days		Trimester 1	Quarter 2 -or- Semester 1		Trimester 2	Quarter 3 -or- Mid-term		End of Year
SWPBIS TFI		Progress <u>monitor</u> a tier if below 70% previous spring	Cohort 2: between Intervention System Days 1 and 2 complete R-TFI Tier 2, SWPBIS Tier 2	Cohort 2: between Intervention System Days 1 and 2 complete R-TFI Tier 2, SWPBIS Tier 2		Progress <u>monitor</u> a tier if below 70% in the Fall			Prior to Spring DR CSS (all Tiers)		
R-TFI Elementary-Level Edition		Progress <u>monitor</u> a tier if below 80% previous spring	Cohort 2: between Intervention System Days 1 and 2 complete R-TFI Tier 2, SWPBIS Tier 2	Cohort 2: between Intervention System Days 1 and 2 complete R-TFI Tier 2, SWPBIS Tier 2		Progress <u>monitor</u> a tier if below 80% in the Fall			Prior to Spring DR CSS (all Tiers)		

Example Year 4 District MTSS Assessment Schedule Continued

Measure	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
R-TFI Secondary-Level Edition		Progress <u>monitor</u> a tier if below 80% previous spring				Progress <u>monitor</u> a tier if below 80% in the Fall			Prior to Spring DR CSS (all Tiers)		





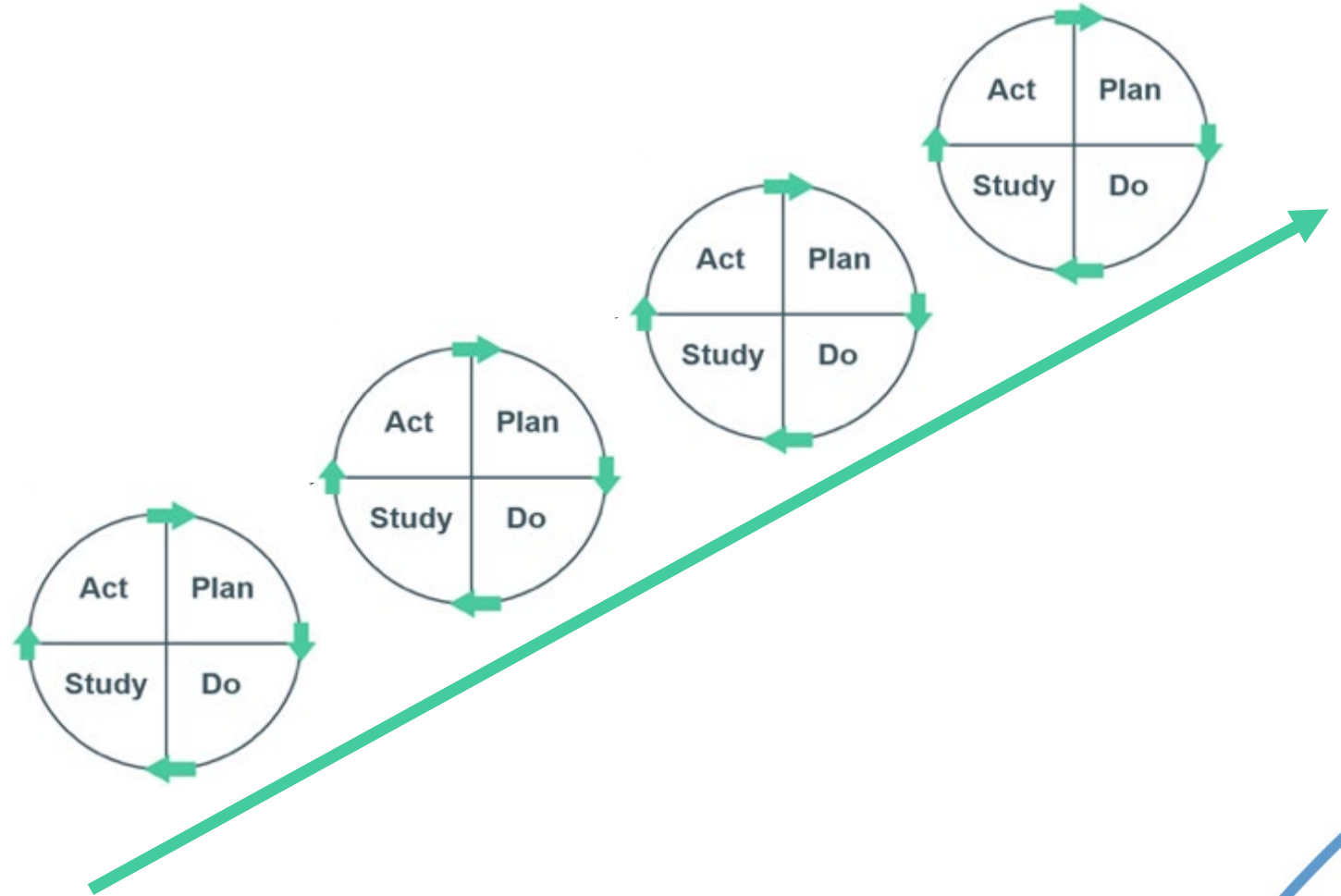
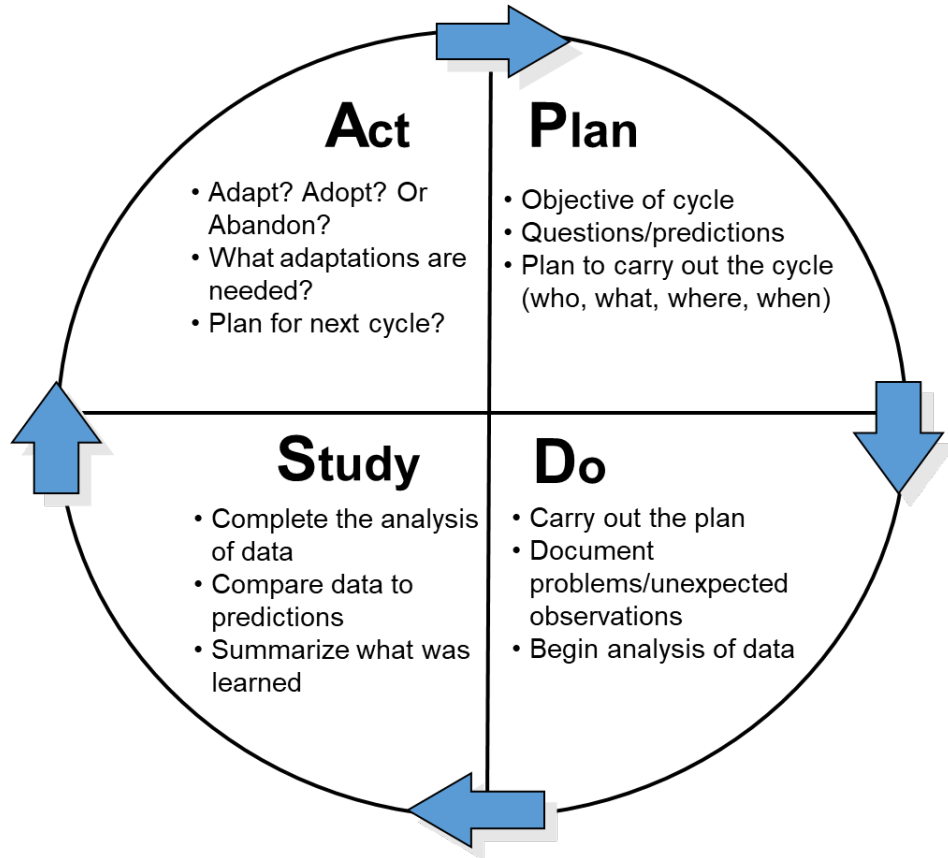
Process

Agency staff have a process for using data for decision making.

Agency staff have a process for using data for decision making that includes all of the following:

- Data are disaggregated, analyzed and summarized at least quarterly
- Data summaries are communicated clearly in written reports to relevant staff
- Action plans are developed and monitored regularly to improve implementation supports and outcomes
- Data summaries and action plans are shared with key stakeholders

Processes: Using Data for Improvement & Decision Making



<http://www.ihi.org/resources/Pages/HowtoImprove/default.aspx>

Equity Considerations – Using Data

- Use disaggregated data
- Examine the potential whys and watch for:
 - The magnitude, timing, and location of performance gaps
 - Gaps in practice that contribute to performance differences
 - Gaps in policy that contribute to performance differences
- Check for assumptions of limited beliefs of ability when reviewing data
- Check for decisions being made that impact voices not represented at table or who have been historically marginalized

Communication and Using Data

- Regularly scheduled
- Formal process
- Dedicated times
- Opportunities to make changes
 - Quarterly
 - Monthly
 - Weekly



Communication – Using Data & Information

How will data be communicated to all staff and stakeholders?

Brief summary statements following data review

- We learned
- As a result, we will.....

Bi-Annual Reports to school board & community

[Discussion/Activity]

Using & Communicating Data

District Capacity Assessment Item
#15, 16, and 17

- Take 1 minute & reflect on your process for using data
- Complete the Poll with the following questions:
 - How often does your MTSS team review data and make decisions using the data for your system?
 - Once a year
 - Twice a year
 - Three times a year
 - Quarterly
 - Monthly
 - Weekly
- In the chat, what action can your team take to improve its process for using data?

**Believe in
Possibilities....**



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Advancing knowledge to
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