

# Columbus Public Schools



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# Getting started with getting MTSS in place

- District team (Curriculum Director, Special Education Director, 5 Building Principals, and some teachers) attended topical trainings related to intervention in 2013-2014 school year
  - Intent of training was to provide an overview of the components of effective intervention systems
  - During the training schools compared their current practices to the components of effective intervention systems to determine what's in place and not in place



# Issues identified by Columbus team during the training

- Not getting enough growth for students receiving intervention
- Reported that though they had an RTI manual and had been “doing RTI” for several years, they realized they were not consistent across buildings and were missing many systems components
- We’ve taken steps with initiatives in the past to “help” things happen, but haven’t been focused on “making” things happen

# Ruling out need to focus on core system and instead making decision to focus on strengthening the intervention system

## Core System For instruction

- A focus had been placed on getting effective core instruction in place during past several years by providing:
  - Expectation for all teachers to use selected core program
  - Expectation for all teachers to use explicit instruction in delivery of the core
  - Training and coaching for Explicit Instruction
  - Solid 90 minute reading block

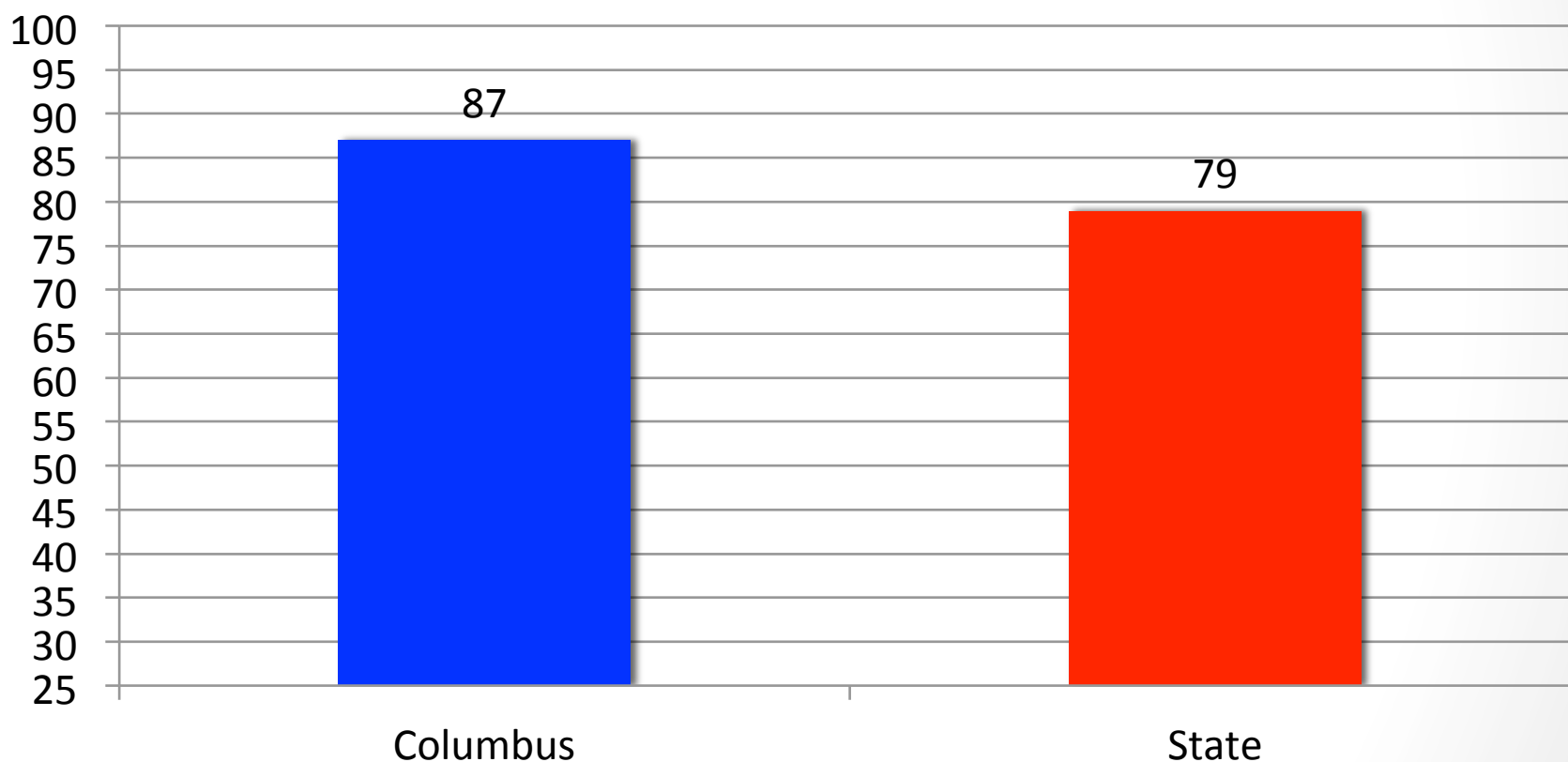
### ***As a Result***

- Overall students data is good

# Columbus 3<sup>rd</sup> grade (2013-2014)

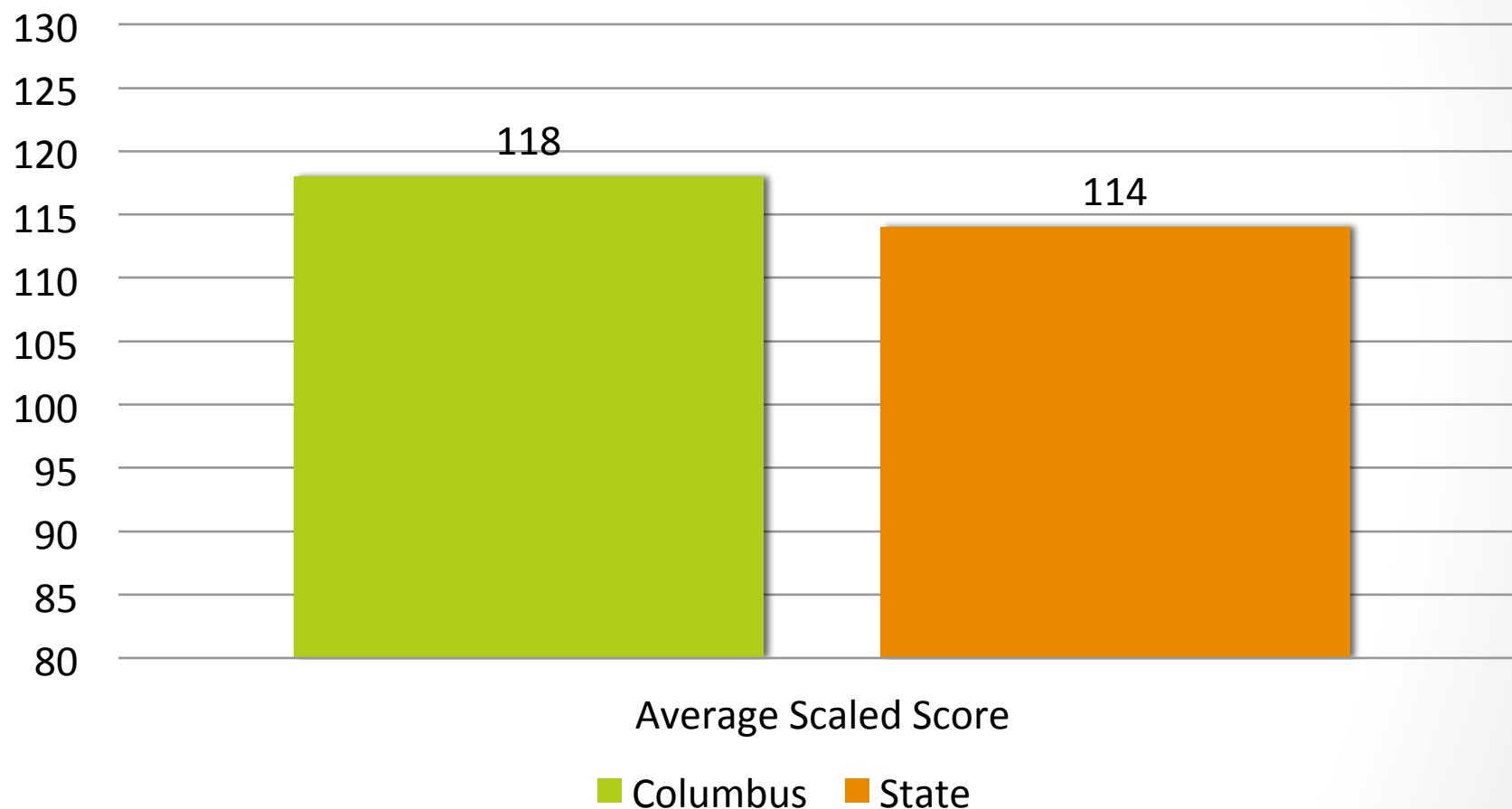
## All students NESa Reading

**Percent Proficient**



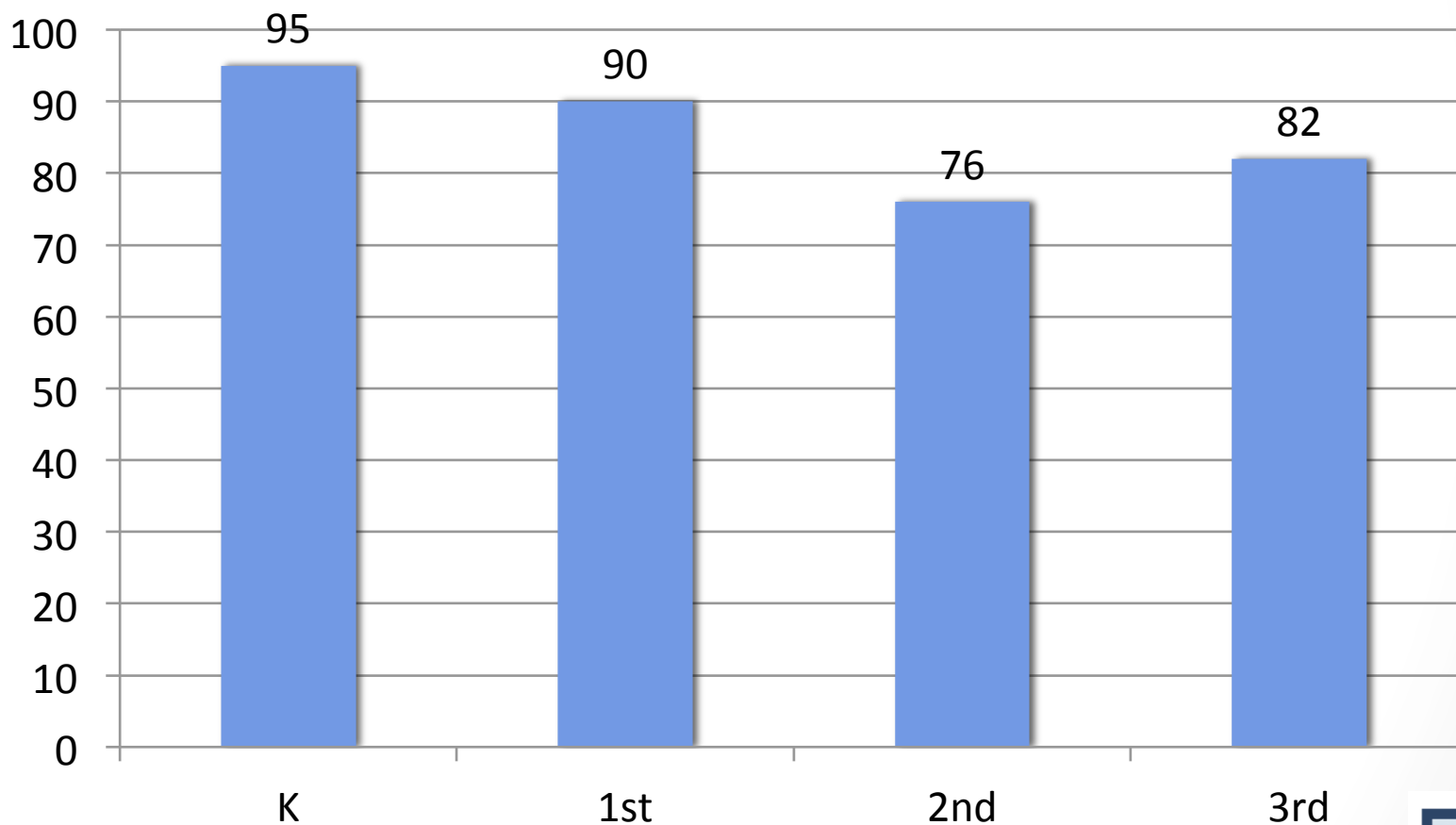
# Columbus 3<sup>rd</sup> grade (2013-2014)

## All students NESa Reading



# DIBELS-Next Data Spring of 2014

## Percent at Benchmark



# Student data for supporting decision to focus on strengthening the intervention system

- Kindergarten data showed a pattern of significant loss of correct letter sounds (CLS) from May to September

|                           | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------|---------|---------|---------|---------|---------|
| <b>K-End<br/>30 CLS</b>   | 94%     | 92%     | 98%     | 94%     |         |
| <b>1st-Beg<br/>30 CLS</b> | 45%     | 62%     | 62%     | 76%     | 73%     |



- Grades 1 through 3 showed a pattern of significant loss of WPM from May to September

|            | 2009-10        | 2010-11       | 2010-11        | 2011-12       | 2012-13        | 2013-14       |
|------------|----------------|---------------|----------------|---------------|----------------|---------------|
|            | End-%          | Beg-%         | End-%          | Beg-%         | End-%          | Beg-%         |
| <b>1st</b> | 53 wpm<br>56%  |               | 53 wpm<br>61%  |               | 53 wpm<br>69%  |               |
| <b>2nd</b> | 89 wpm<br>66%  | 51 wpm<br>44% | 89 wpm<br>66%  | 51 wpm<br>57% | 89 wpm<br>77%  | 51 wpm<br>57% |
| <b>3rd</b> | 107 wpm<br>65% | 71 wpm<br>59% | 107 wpm<br>52% | 71 wpm<br>61% | 107 wpm<br>59% | 71 wpm<br>66% |

Conclusion: Students were learning foundational skills, but were not reaching a deep mastery level.



# Making the decision to focus on strengthening the intervention system

## Intervention System

- Need better results for students receiving intervention

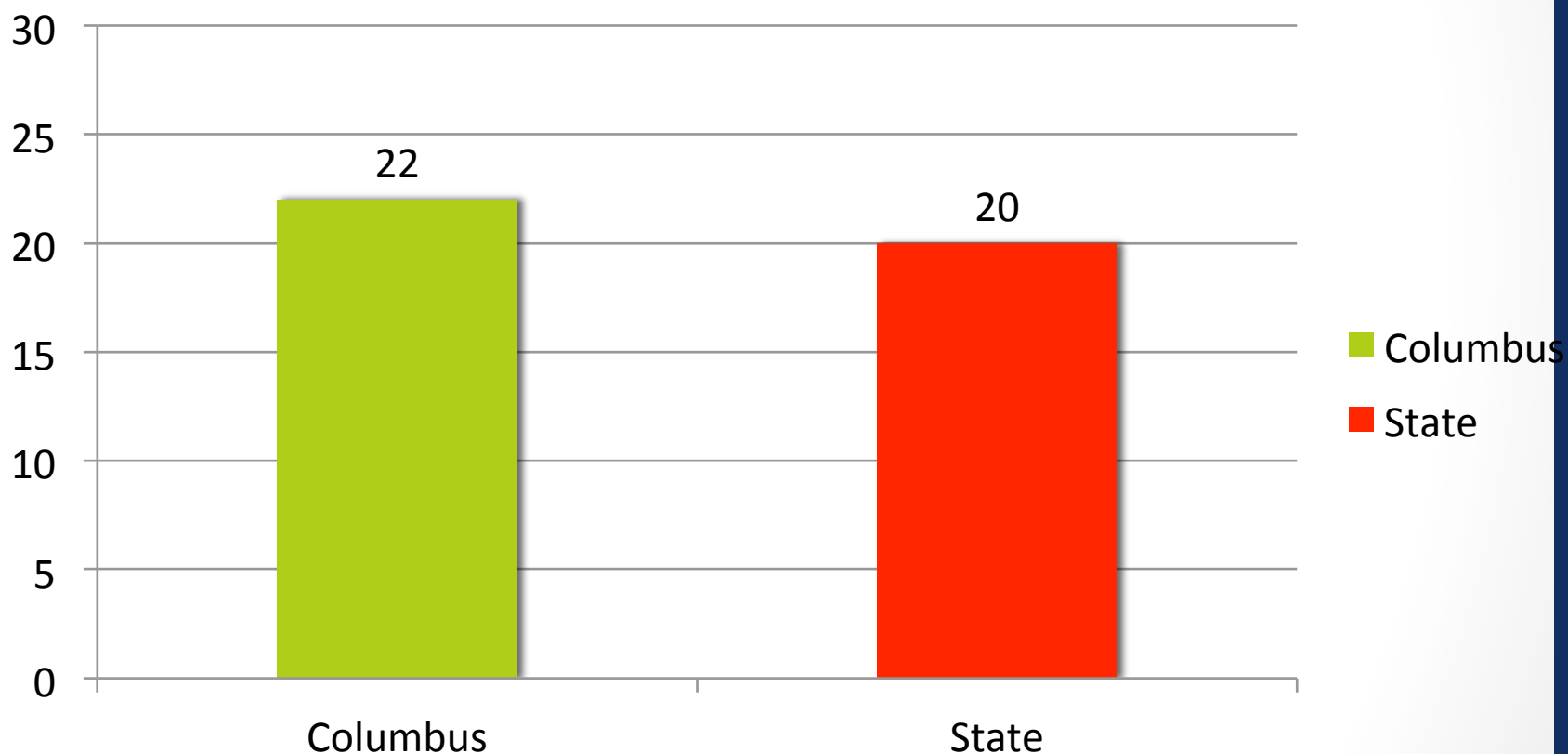
***By building capacity to develop and sustain a system that provides:***

- Consistency of intervention provided to students across all five elementary buildings
- Consistency in determining who will receive intervention
- Necessary training and support to get “deep implementation” of the intervention
- Use instructional data to determine support needed
- Indicators for measuring level of implementation at the classroom, building, and district level
- Consistency in using progress monitoring data to determine response to the intervention-fade, discontinue, intensify
- Pairing of instructional data with student data to determine the impact

# NESA Reading data 2013-2014

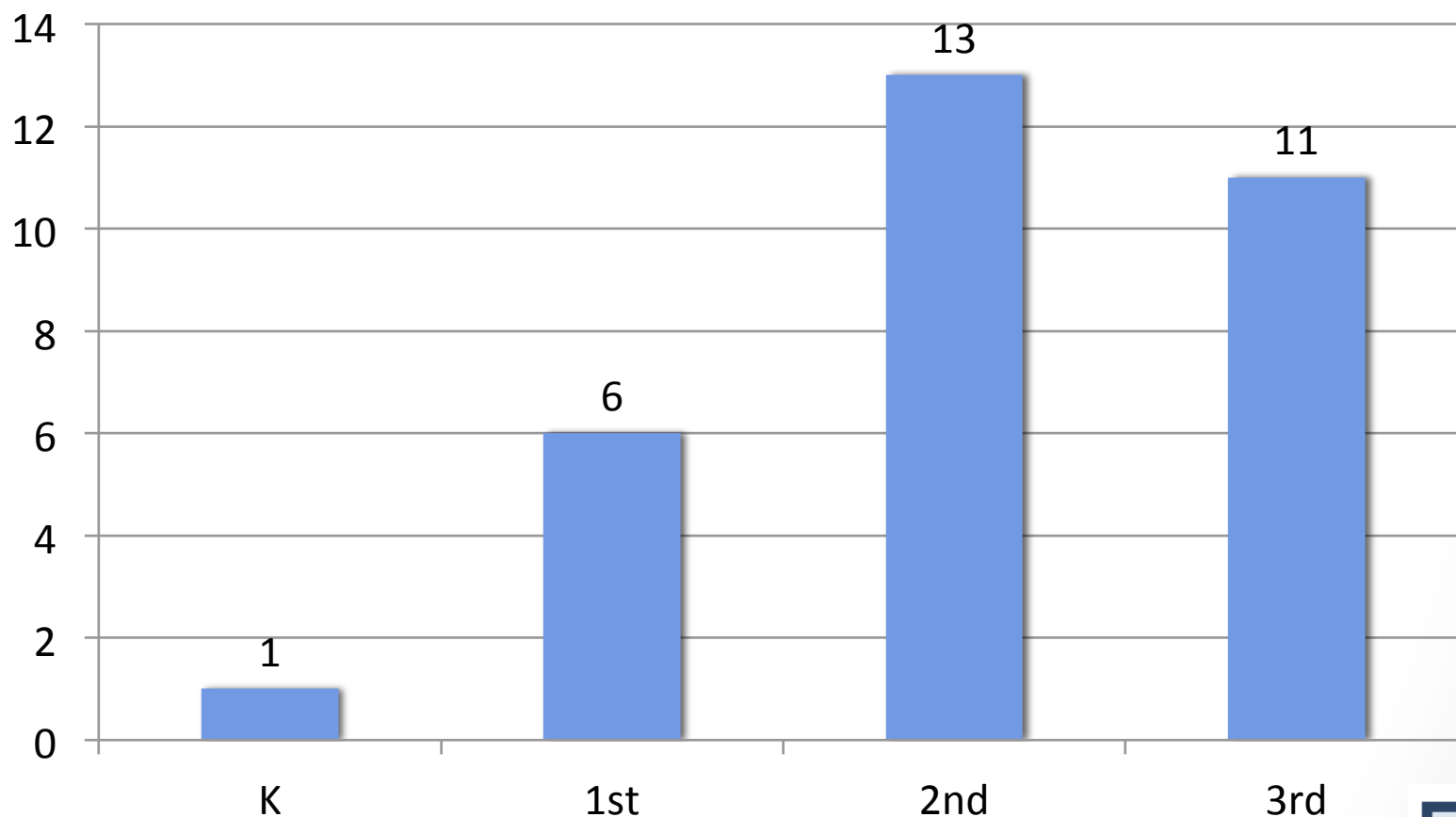
The percentage gap between All students and SPED students

**Percent Proficient**



# DIBELS-Next Data Spring of 2014

## Percent in At-Risk Category



# Partnering with MTSS Team

- Late spring & summer: 2 meetings with district team to discuss focus for the year and next steps with training and technical assistance
- Intervention training (August 3 & 13): trained interventionists and administrators from 5 buildings on intervention delivery
- August 15<sup>th</sup>: Met with district team to discuss implementation science and begin planning intervention implementation
  - Established decision rules, schedules, start dates for intervention, and quarterly indicators of implementation
- September 15 & 16: Conducted walk throughs to observe all interventionists in the 5 buildings
  - Met with district administrators to discuss observations and next steps
- September 29<sup>th</sup>: EIR training for new interventionists who hadn't been trained



# Partnering with MTSS Team (cont.)

- October 3: Follow up training for interventionists based on instructional data collected from walk throughs
  - Training included very brief content with most of the time focused on practice with feedback
  - Met with administrators to discuss follow up observation focusing on the identified areas
- End of the quarter: Administrators submit data to district/us regarding implementation of the intervention
- November 6 & 7:
  - Follow up walk throughs to check on identified areas of need and any additional areas of need
  - Met with district universal screening leader to discuss shadow scoring plan
  - Met with district administrators regarding observations and next steps



# Clear Indicators as to how the level of implementation will be determined (Building)

| Indicator   | End of 1 <sup>st</sup> Quarter   | Standard   | Met /not met   | End of 2 <sup>nd</sup> Quarter | End of 3 <sup>rd</sup> Quarter | End of 4 <sup>th</sup> Quarter |
|---|--|--|----------------|--------------------------------|--------------------------------|--------------------------------|
| Interventionists have received training (1 day)   | <i>For example</i><br>8/10 80%   | 100%<br>10/10  | Not Met        |                                |                                |                                |
| Data is used (decision rules) for identifying students in need of intervention  | 37/37 students in the intervention/<br>100%  | 100%<br>37/37  | Met            |                                |                                |                                |
| Intervention is scheduled for adequate amount of time daily (according to intervention recommendations)   | 9/10 groups scheduled 5 days a week for 30 minutes daily/<br>90%   | 100%<br>10/10  | Not Met        |                                |                                |                                |
| Intervention is delivered daily as scheduled (a lesson a day)   | 6/10 of the groups are reaching lesson progress targets/<br>60%  | 100%<br>10/10  | Not Met        |                                |                                |                                |
| Differentiated coaching support is provided to interventionists (evidence coaching is provided based on need) (% needing and receiving minimal, moderate, intensive support) 3 targeted skills areas are identified | Interventionists needing / receiving Minimal (0%/0%) Moderate (0%/0%) Intensive (100%/100%) Skill areas: clear signal, specific praise s/t game, | 100% needing are receiving coaching support/<br><br>Three skill areas are identified | Met<br><br>Yes |                                |                                |                                |

# Clear Indicators as to how the level of implementation will be determined (Building)

| Indicator  | End of 1 <sup>st</sup> Quarter  | Standard                                   | Met/Not Met        | End of 2 <sup>nd</sup> Quarter | End of 3 <sup>rd</sup> Quarter | End of 4 <sup>th</sup> Quarter |
|--|---|--|--------------------|--------------------------------|--------------------------------|--------------------------------|
| Group size is 3-5 students (student group lists)   | 10/10 groups have 5 or fewer students in them   | 100%<br>10/10                              | Met                |                                |                                |                                |
| Fidelity to delivery is measured and used to improve the implementation (fidelity check information-# completed/overall % of fidelity items met) | 30 fidelity checks have been completed / overall fidelity 65%)                                  | 3 per interventionist/overall fidelity 85% | Met<br><br>Not Met |                                |                                |                                |
| Assessments within the intervention are administered and recorded (Check for mastery information)  | 28 of the 37 students in intervention have all of their Mastery data recorded/76%               | 100%<br>37/37                              | Not Met            |                                |                                |                                |
| The plan to evaluate the implementation of the intervention is being followed  | This form was completed and e-mailed to district administrators by the last day of each quarter | yes  | Met                |                                |                                |                                |

# Clear Indicators as to how the level of implementation will be determined (District)

| Indicator   | End of 1 <sup>st</sup> Quarter | Standard | Met / Not Met | End of 2 <sup>nd</sup> Quarter | End of 3 <sup>rd</sup> Quarter | End of 4 <sup>th</sup> Quarter |
|---|--------------------------------|----------|---------------|--------------------------------|--------------------------------|--------------------------------|
| Interventionists have received training (1 day)   | 3/5 buildings met criteria     | 5/5      |               |                                |                                |                                |
| Data is used (decision rules) for identifying students in need of intervention                                | 5/5 buildings met criteria     | 5/5      |               |                                |                                |                                |
| Intervention is scheduled daily for adequate amount of time daily (according to intervention recommendations) | 2/5 buildings met criteria     | 5/5      |               |                                |                                |                                |
| Intervention is delivered daily as scheduled (a lesson a day)   | 0/5 buildings met criteria     | 5/5      |               |                                |                                |                                |
| Differentiated coaching support is provided to interventionists (evidence coaching is provided based on need) | 0/5 buildings met criteria     | 5/5      |               |                                |                                |                                |



# Partnering with MTSS Team (cont.)

- November 24
  - Conducted shadow scoring of universal screening assessment and provided procedures for planning future shadow scoring
  - Met with principals regarding next steps and met with district universal screening leader to
- January 6: Provided intervention response decision rules for the district
  - Gave a brief presentation on the decision rules to the administrators and teams from each building
  - Went to each building to review progress of students receiving intervention; walked them through a student at each grade level and an entire intervention group to apply the decision rules and determine who would continue intervention, who needs to exit intervention, who needs modifications to the intervention, etc.



# Summary: Mid-Year Movement of Students Receiving EIR Intervention



| School NP | Grade Level | No of Students Receiving EIR 1st Sem 2014 | No of Students Exited from EIR Jan 2015 | No of New Students Added to EIR Jan 2015 | Total No of Students Receiving EIR (start of) 2nd Sem 2015 |
|-----------|-------------|---|---|--|--|
|           | K           | 14  | 10                                      | 0  | 4  |
|           | 1st         | 7   | 4                                       | 3  | 6  |
|           | 2nd         | 4   | 1                                       | 0  | 3  |

| School CN | Grade Level | No of Students Receiving EIR 1st Sem 2014 | No of Students Exited from EIR Jan 2015 | No of New Students Added to EIR Jan 2015 | Total No of Students Receiving EIR (start of) 2nd Sem 2015 |
|-----------|-------------|---|---|--|--|
|           | K           | 20  | 8                                       | 5  | 17   |
|           | 1st         | 13  | 2                                       | 1  | 12   |
|           | 2nd         | 21  | 12                                      | 1  | 10   |

# Partnering with MTSS Team (cont.)

- January: administrators submitting information on movement of students receiving intervention as a follow up to the training day
- March: observations with administrators/identified coaches to build capacity to complete observations
- March: develop training materials for the administrators/coaches to use with the interventionists and train them in using the materials

## Future TA support

- March/April: Develop an implementation plan for the district
- May-June: review implementation data for the year, student data, plan for implementation goals over the next 2 years



# Progress towards strengthening the intervention system

| Targeted need  | In Place  | Anticipated time for item being in place | Notes   |
|--|-----------|--|---|
| Consistent Intervention K-2  | Yes       |  | EIR   |
| Consistency in determining who receives intervention                                     | No        | Fall of 2015                             | Reviewed the revised decision rules with district leaders on March 9th                              |
| Necessary training for initial implementation  | Partially | Spring of 2016                           | Training was provided for all team members and interventionists on EIR                              |
| Use instructional data to determine intensity of support needed for each interventionist | Partially | Spring of 2016                           | Led by TA providers this year capacity will be built to do this independently next year             |
| Provide follow-up coaching and support to meet the needs of each interventionists        | Partially | Spring 2017                              | Led by TA providers this year capacity will be built to do this independently over the next 2 years |




# Progress towards strengthening the intervention system (continued)

| Targeted need   | In Place  | Anticipated time for item being in place | Notes   |
|---|-----------|--|---|
| Development of indicators to determine deep implementation  | Partially | Fall of 2015                             | Revising and adding to the original indicators  |
| Use of the indicators to determine level of implementation  | Partially | Spring of 2016                           | Used original indicators this year at end of each quarter and will use revised indicators next year   |
| Consistent use of progress monitoring data to determine response to the intervention                    | Partially | Winter of 2016                           | January 6 <sup>th</sup> used the response rules to discontinue and intensify intervention for students will continue this process next year and build capacity for doing this independently |
| Pair student data with instructional data to determine impact of the implementation of the intervention | No        | Spring of 2015                           | Majority of the focus during year 1 needs to be on instructional data   |



# EIR implementation improvement from quarter to quarter

| Indicator    | End of 4 <sup>th</sup> Qtr | End of 3rd Qtr                             | End of 2nd Qtr                             | End of 1st Qtr                             |
|---|----------------------------|--|--|--|
| Interventionists have received training (1 day)   |                            | 93.2%                                      | 76.6%                                      | 93.5%                                      |
| Data is used (decision rules) for identifying students in need of intervention  |                            | 100%                                       | 97.98%                                     | 97.50%                                     |
| Intervention is scheduled for adequate amount of time daily (according to intervention recommendations)   |                            | 86%  | 81.40%                                     | 97.50%                                     |
| Intervention is delivered daily as scheduled (a lesson a day)   |                            | 82%  | 55%  | 59.40%                                     |
| Differentiated coaching support is provided to interventionists (evidence coaching is provided based on need) (% needing and receiving minimal, moderate, intensive support) 3 targeted skills areas are identified |                            | Min-62%<br>Mod-40%<br>Int-20%              | Min-54%<br>Mod-15%<br>Int-31%              | Min-42%<br>Mod-50%<br>Int-8%               |
| Group size is 3-5 students (student group lists)  |                            | 81%  | 68.20%                                     | 75.80%                                     |
| Fidelity to delivery is measured and used to improve the implementation (fidelity check information-# completed/overall % of fidelity items met)  |                            | 89.40%                                     | 73%  | 67.60%                                     |
| Assessments within the intervention are administered and recorded (Check for mastery information)   |                            | 100%                                       | 100%                                       | 95.20%                                     |
| The plan to evaluate the implementation of the intervention is being followed   |                            | 80% completed data collection as requested | 60% completed data collection as requested | 40% completed data collection as requested |

# Advantages with implementing programs or practices in this way (MTSS/Implementation Science Research)

- Importance of building administrators and district administrators being actively involved as implementation team members and accepting full responsibility for deep implementation
- Intervention selection results in getting an intervention that is research based and has a high likelihood of being effective for students
- Use of indicators of deep implementation to measure the level of implementation at classroom, building, and district level
- Use of a system for reporting progress on indicators on a regular basis to the district administrators and to the TA providers
- Focus on instructional data
- Amount of support provided to interventionists until acceptable level of fidelity is reached by each interventionist
- Knowing we can't expect results if we don't get deep implementation



# Game-Changing Realization (*moving from clueless to mindful*)

1. **Concept of deep implementation** meaning intervention implementation must receive the same intensity as core implementation

- ✧ Purchase >> train >> observe >> support
- ✧ Systematic way for student identification
- ✧ Schedule that allows adequate time
- ✧ System for collecting and using fidelity data to make improvements
- ✧ Data to determine effectiveness (fidelity data and student data)
- ✧ Process for problem solving
- ✧ System for monitoring the overall implementation





# Game-Changing Realization (*moving from clueless to mindful*)

## 2. **Concept of precise delivery** meaning:

- ✧ intensive minutes of EIR instruction
- ✧ appropriate placement, time, group size
- ✧ lesson progression (one per day)



## 3. **Concept of instructional data collection** through the power of observation

- ✧ you don't know if you have precise delivery unless you observe
- ✧ you don't know what support is needed until you observe