Evaluating the Quality and Effectiveness of your MTSS practice
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Branching Minds

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North Platte Public Schools
Evaluating the system level quality and impact of your MTSS practice
Dr. Eva Dundas

How Branching Minds has supported school leadership meetings at North Platte Public Schools
Trent Benjamin

Q&A
TO MAKE MTSS/RTI EFFECTIVE, EFFICIENT & EQUITABLE

Learning science + technology + team collaboration
Elements of Effective MTSS Practice

- Screening for At-Risk Students
- Primary Instruction & Core Curriculum
- Intervention Planning
- Intervention Implementation
- Intervention Progress Monitoring
- Systems & Infrastructure
- Meeting Quality
“Every system is perfectly aligned for the results it gets”

Dr. George Batsche
Professor & Director Emeritus
Institute of School Reform, USF
A system that produces the same outcome over three years has demonstrated that it is designed to get those outcomes

...whether they are good or bad
Evaluating the System

➤ School Leadership Meeting

- Goal: evaluate the impact of your MTSS practice
- When: 3x a year, after screening assessment
- Who: Principal, data specialist, interventionist, special ed rep, grade/content team or gen ed rep
Guiding Questions

- Is our core curriculum adequately supporting students?
- Are at least 80% of students meeting grade level expectations?
- Are students demonstrating growth?
Guiding Questions

- Is our core supporting students equitably?
- Are there differences in the percent of students meeting expectations across demographic groups?
- Is there a difference in the overall growth between demographic groups?

<table>
<thead>
<tr>
<th>Demographic Group</th>
<th>Overall Growth</th>
<th>Meeting Expectations</th>
<th>Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Or African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian Or Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guiding Questions

- What’s the quality of our tier 2 and 3 level of support?
  - Are students moving down in tier?
  - Is there a difference in tier movement between demographic groups?
  - Are we delivering evidence-based interventions with fidelity?
Guiding Questions

- What are we doing to make it better?
- Based on the data, where can we improve?
- What is our SMART goal?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measures of Success/Change</th>
<th>Persons responsible/impacted</th>
<th>Support Activities</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Improve our tier 2 level of support for reading | More students move from tier 2 to tier 1 than students who move from tier 2 to tier 3 | Reading Specialist          | 1. Provide direct support and coaching to classroom teachers delivering tier 2 interventions  
2. Evaluate evidence-based of current tier 2 interventions | Spring SY 2020-2021 |
North Platte’s MTSS
School Leadership Journey
See benchmark growth across schools and grades
Drill down to grade level performance at each school.

<table>
<thead>
<tr>
<th>Current Grade Level</th>
<th>All Grades</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>79%</td>
<td>80%</td>
<td>81%</td>
<td>67%</td>
<td>76%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>+0.57</td>
<td>-2.43</td>
<td>+2.39</td>
<td>+6.58</td>
<td>+3.94</td>
<td>+1.21</td>
<td>+2.24</td>
</tr>
<tr>
<td>Elementary A</td>
<td>77%</td>
<td>88%</td>
<td>78%</td>
<td>67%</td>
<td>57%</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>+2.30</td>
<td>+5.19</td>
<td>-2.15</td>
<td>+4.37</td>
<td>-2.03</td>
<td>+4.11</td>
<td>+4.13</td>
</tr>
<tr>
<td>Elementary B</td>
<td>89%</td>
<td>95%</td>
<td>86%</td>
<td>69%</td>
<td>94%</td>
<td>89%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>+1.91</td>
<td>-0.10</td>
<td>+0.64</td>
<td>+5.54</td>
<td>+3.89</td>
<td>+1.68</td>
<td>-0.34</td>
</tr>
<tr>
<td>Elementary C</td>
<td>63%</td>
<td>52%</td>
<td>62%</td>
<td>65%</td>
<td>56%</td>
<td>74%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>+2.90</td>
<td>-4.52</td>
<td>+2.68</td>
<td>+9.47</td>
<td>+7.72</td>
<td>+1.26</td>
<td>+3.07</td>
</tr>
<tr>
<td>Elementary D</td>
<td>89%</td>
<td></td>
<td>93%</td>
<td>82%</td>
<td>87%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>+6.39</td>
<td></td>
<td>+7.11</td>
<td>+10.36</td>
<td>+11.87</td>
<td>-2.13</td>
<td>+7.15</td>
</tr>
<tr>
<td>Elementary E</td>
<td>67%</td>
<td>76%</td>
<td>79%</td>
<td>50%</td>
<td>53%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>+1.96</td>
<td>-5.33</td>
<td>+1.56</td>
<td>+6.56</td>
<td>+3.40</td>
<td>+5.15</td>
<td>+2.15</td>
</tr>
<tr>
<td>Elementary F</td>
<td>92%</td>
<td>100%</td>
<td>96%</td>
<td>78%</td>
<td>91%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>+4.27</td>
<td>-0.50</td>
<td>+6.56</td>
<td>+8.03</td>
<td>+4.24</td>
<td>+2.31</td>
<td>+4.06</td>
</tr>
</tbody>
</table>
## Tier Level Report

<table>
<thead>
<tr>
<th>Tier %</th>
<th>Demographic</th>
<th># Tier 1</th>
<th># Tier 2</th>
<th># Tier 3</th>
<th># With IEP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>All Students</td>
<td>2396</td>
<td>273</td>
<td>138</td>
<td>682</td>
<td>376</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Male</td>
<td>1178</td>
<td>164</td>
<td>94</td>
<td>444</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1218</td>
<td>109</td>
<td>44</td>
<td>238</td>
<td>1776</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Two Or More Races</td>
<td>107</td>
<td>19</td>
<td>10</td>
<td>42</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Caucasian</td>
<td>2164</td>
<td>236</td>
<td>117</td>
<td>597</td>
<td>334</td>
</tr>
<tr>
<td></td>
<td>Black Or African American</td>
<td>51</td>
<td>7</td>
<td>4</td>
<td>14</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>46</td>
<td>10</td>
<td>7</td>
<td>21</td>
<td>96</td>
</tr>
</tbody>
</table>
Visibility into growth across demographic groups

Example Growth Curves:

- More growth
- Less growth

Growth by Ethnicity

Growth by Race
Evaluate quality of tier level support by examining tier movement
## SCHOOL LEADERS SAY WHAT?

**MTSS Health Data Collection Check in Sheet**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall Health Check</th>
<th>Equitable Student Progress Check</th>
<th>Fidelity Check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Tier Level Report:</strong> By topic — which grades show healthy tier distribution? Which don’t? Are there demographic factors at play?</td>
<td><strong>Benchmark Analytics:</strong> By topic — which grades show positive percentile growth? Which don’t? Are there demographic factors at play?</td>
<td><strong>Student Page:</strong> By topic/grades — how many students are missing plans? What ratio of students are attaining goals?</td>
</tr>
<tr>
<td>K</td>
<td>82% - Tier 1/ Enrichment 2% - Tier 2 0.0% - Tier 3 13.3% - Services</td>
<td>52% to 73%</td>
<td>3 *20% - Tier 1 w/ Interventions not included in data (Total 22% in Title) *1 Behavior Student</td>
</tr>
<tr>
<td>1</td>
<td>76% - Tier 1/ Enrichment 12% - Tier 2 0.0% - Tier 3 12% - Services</td>
<td>56% to 53%</td>
<td>-1 *33% - Tier 1 w/ Interventions not included in data (Total 45% in Title)</td>
</tr>
<tr>
<td>2</td>
<td>62% - Tier 1/ Enrichment 9% - Tier 2 6% - Tier 3 24% - Services</td>
<td>19% to 43%</td>
<td>-2 *3% - Tier 1 w/ Interventions not included in data (Total 18% in Title) *2 Behavior Students</td>
</tr>
<tr>
<td>3</td>
<td>56% - Tier 1/ Enrichment 21% - Tier 2 5% - Tier 3 18% - Services</td>
<td>13% to 8%</td>
<td>2 *10% - Tier 1 w/ Interventions not included in data (Total 36% in Title)</td>
</tr>
<tr>
<td>4</td>
<td>74% - Tier 1/ Enrichment 4% - Tier 2 4% - Tier 3</td>
<td>63% to 73%</td>
<td>0 *4% - Tier 1 w/ Interventions not included in data (Total 7% in Title)</td>
</tr>
</tbody>
</table>
### SCHOOL LEADERS NOW WHAT?
#### RTI/MTSS ACTION PLAN WORKSHEET

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measures of Success/Change</th>
<th>Persons responsible/impacted</th>
<th>Support Activities</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Increase the percent of 3rd and 5th graders who are meeting grade level expectations in reading | % of students meeting expectations will increase by 15% | Principal and Reading Specialist | 1. Strengthen the quality of core instruction by evaluating fidelity of implementation and providing coaching to all teachers.  
2. Monitor minutes delivered for PathBlazer to ensure students are receiving adequate time  
3. Provide classroom support and coaching to new teacher to them develop classroom management and organizational skills | Winter SY 2021-2022 |
| Improve rate of growth for Native American students | Native American students will demonstrate positive growth at equivalent rates to other race groups | District Leadership | 1. Evaluate curriculum for cultural responsiveness for Native American students  
2. Work with teachers to develop culturally responsive instructional materials | Spring SY 2020-2021  
Winter SY 2021-2022 |
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Thank You!