A Team Approach to Data-Based Decision Making

Jamie Nord & Nicole Woodward
St. Croix River Education District (SCRED)

MASE Best Practices ~ May 11, 2017
Essential Outcomes

- Essential Components of an MTSS Framework
- Overview of MTSS Team Structure
- Structural Strategies and Lessons Learned Regarding Data Teams
Pre-Assessment

- What are the 4 essential components of an RTI/MTSS Framework?
  - Please jot down your response on a piece of paper.
RTI/MTSS

4 Essential Components of an RTI/MTSS framework:

- Multi-level/tier prevention system
- Screening
- Progress monitoring
- Data-based decision-making
Multi-Tiered System of Support

- The multi-level prevention system also referred to as the multi-tiered system of support (MTSS) includes three levels/tiers of intensity or prevention.
  - Primary prevention level includes high quality core instruction (also known as TIER 1).
  - Secondary level includes evidence-based intervention(s) of moderate intensity usually delivered in small groups (also known as TIER 2).
  - Tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention (also known as TIER 3).
Universal Screening

- Screening is conducted to identify or predict students who may be at risk for poor learning outcomes.

- Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional diagnostic assessments and/or progress monitoring
  - At SCRED we use General Outcome Measures (GOMS) in reading and math (e.g., MAP, FastBridge, AIMSweb, and CES from edSpring)
Progress Monitoring

● Progress monitoring is used to:
  ○ Assess students’ academic performance,
  ○ Quantify a student’s rate of improvement (ROI) or responsiveness to instruction, and
  ○ Evaluate the effectiveness of instruction.

  ■ At SCRED, we use Curriculum Based Measurements from FastBridge, AlMswweb and CES (e.g., earlyReading, ORF, earlyMath, CBM Math Process, CBM Math Automaticity, MCAP).
Data-Based Decision Making

- Data analysis and decision making occur at all levels of RTI implementation and all levels of instruction.
  - Building level teams (Data Facilitator Teams, PSTs, SPED teams, and IEP Teams) use screening and progress monitoring data to make decisions
    - about instruction,
    - movement within the multi-tier/level prevention system,
    - and special education disability identification (in accordance with state law).
Post Assessment

● What are the 4 essential components of an RTI/MTSS Framework and how do you see them fitting within your building/district?
  ○ Think-Pair-Share with a neighbor.
Organizing Effective MTSS Teams Into MTSS Framework
At each tier, we need to answer:

What do we expect students to learn?

How will we know when they have learned it?

How will we respond when they don’t learn it?

How will we respond when they already know it?
How Do Data Review Teams Fit Into an RTI/MTSS Framework?

Intensity of Instruction

Degree of Concern

T1 Core

T2 STP

T3

STP=Standard Treatment Protocol
Nested Teams to Support MTSS Implementation

1. A District-Level MTSS Team to Make Things Happen for the District
2. A Building Leadership Team to Make Things Happen for the School
3. Grade-level or Core Teams with Support to Make Things Happen for Groups of Students
4. A Problem-Solving Team to Make Things Happen for Individual Students
   a. General Education
   b. Special Education
District RTI Leadership Team

- Assess district needs (assessment, instruction, problem solving) by collecting and analyzing data
- Build commitment and consensus for MTSS over time
- Give permission and guide abandonment of old ways
- Design multi-year implementation plan
- Allocate resources to address goals
- Coordinate professional learning
- Ensure the work gets done
- Engage in program evaluation
Building-Level MTSS Team

- Guide building in achieving district implementation goals
- Evaluate school-wide academic and behavior data
  - Identify and implement necessary changes: training and support, schedule, fidelity
- Lead school-wide PBIS
- Meet frequently (e.g., 1x/month)
Grade Level Teams

- Set and work toward grade level goals for academics
- Collaborate to create core instruction that meets the needs of most students
- Identify students needing additional academic support through the use of data, and plan for standard treatment protocol interventions
Grade Level Teams

- Interventions must be built on a solid foundation of core instruction.
  - We cannot intervene our way out of a core instructional problem
- Monitor progress of students receiving interventions
- Implement building-wide positive behavior program
- Identify students needing individualized problem solving support based on data
Problem Solving Teams

● Mission
  ○ The primary purpose for the team is to improve student performance
    ▪ Solve student problems by decreasing the discrepancy between what is expected and what is occurring
    ▪ Develop interventions to support progress for students needing more intensive or individualized instruction
      ● Both academic and behavior goal areas
    ▪ Monitor student progress, altering interventions/instruction as needed
Problem Solving Teams

- General Education Team
  - Reflective of school staff
    - Primarily general education
  - Approximately 7-10 members
  - Administrator
- Look different in various buildings:
  - Rotate by subject area
  - Rotate by grade levels
Problem Solving Teams

● Special Education Team
  ○ Special education teachers, related service providers, school psychologists, administrators
  ○ Look different in various programs:
    ■ SST rotation
    ■ Individualized meetings with case managers
    ■ Individualized meetings with service providers
    ■ Small group meetings
Examples of MTSS Teams within MTSS Framework

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Reading</th>
<th>Math</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Universal Reading Team Grade Level Teams</td>
<td>Universal Math Team Grade Level Teams</td>
<td>PBIS Team Grade Level Teams</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Grade Level Teams RTI English Data Review Team Problem Solving Team</td>
<td>Grade Level Teams RTI Math Data Review Team Problem Solving Team</td>
<td>Grade Level Teams Behavior Review Team Problem Solving Team</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Problem Solving Teams</td>
<td>Problem Solving Teams</td>
<td>Problem Solving Teams</td>
</tr>
</tbody>
</table>
For each Tier, answer the following team questions on the provided worksheet:

- Who participates?
- When does the team meet?
- Focus or purpose?
- What data is reviewed?
- What decisions get made by this team/in this meeting?
Structural Strategies & Lessons Learned
Data Teams Must Develop NORMS

- We often hear about colleagues not being engaged or meetings spent discussing things out of our control.
- Establishing norms will help minimize these issues
Example of Team Norms

- Everyone has an equal voice.
- Listen to each other’s ideas and ask clarifying questions.
- Be mentally, emotionally, and physically present for meetings and recognize it can be hard to do this.
- Spend time on things that we can control.
- Stay focused on students.
- Come prepared, having looked at students’ data.
Roles During Meetings

- Focus Monitor
- Time Keeper
- Note Taker
- Data Facilitator
- Engaged Participant(s)

Team Activity: Responding to 10 Potential Data Discussion Pitfalls
## Example of Roles During Meetings

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher-rotating positions</td>
<td>Focus Monitor</td>
<td>Keep the meeting solution focused on the questions in the agenda</td>
</tr>
<tr>
<td></td>
<td>Time Keeper</td>
<td>Limits time, keeps discussion on topic and helps move team along. (Car stuck in the mud)</td>
</tr>
<tr>
<td>Data Facilitator</td>
<td>Facilitator</td>
<td>Pull data by grade level and intervention groups and link data into agenda</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>Prep</td>
<td>Look at individual students’ data in your own class prior to meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate with data facilitator concerning students</td>
</tr>
<tr>
<td>Interventionist</td>
<td>Prep</td>
<td>Confirm student graphs are up-to-date with current interventions, so data facilitator can pull reports by intervention groups</td>
</tr>
<tr>
<td>PLC Leader</td>
<td>Note taker</td>
<td>Taking notes and filling out mandatory meeting template along with PLC form</td>
</tr>
</tbody>
</table>
Special Education Progress Review Tracking Spreadsheet
Data Action Teams

- Each building signed up for a date in the fall and a date in the winter

PST

- Each building signed up for the following:
  - Pre-meeting
  - Observation
  - Post-meeting
  - Peer coaching
Closing Activity