

WYOMING MTSS INTRODUCTORY MODULE SERIES

MODULE 3: MTSS ESSENTIAL COMPONENT— DATA-BASED DECISION MAKING Participant Workbook

About This Workbook

This participant workbook is intended for use with the following additional resources:

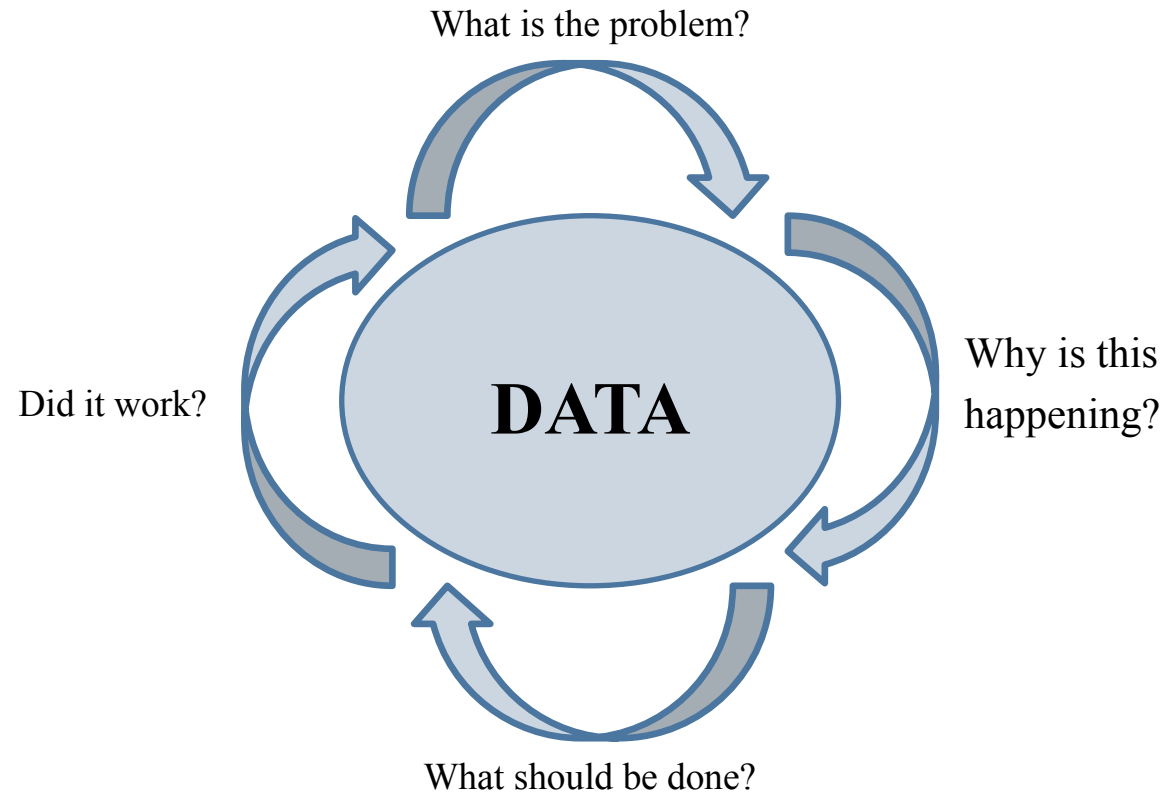
- Module 3: MTSS Essential Component–Data-Based Decision Making slide presentation
- Module 3: MTSS Essential Component–Data-Based Decision Making Facilitator’s Guide

Activities found in this workbook can be adapted to reflect state and local context, needs, and priorities.

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Handout 3.1: Wyoming Problem Solving Process Packet



Systems Team Meeting Agendas

Program Development Meeting		Data-Based Problem Solving Meeting	
Review	<ol style="list-style-type: none"> 1. Review notes from last meeting 2. Ensure that essential roles are covered for meeting functioning 3. Follow up last month's target discussion, decisions, and actions 	Review	<ol style="list-style-type: none"> 1. Review notes from last meeting 2. Evaluate system support/intervention plans from previous meetings (Plan Evaluation phase of problem solving) 3. Ensure that essential roles are covered for meeting functioning 4. Review last month's data summary and other relevant data discussions and decisions
Target	<ol style="list-style-type: none"> 1. Discuss the system level target including identification, analysis using data, plan development ideas, and evaluation 2. Remember when developing the system it is important to ask, "What is the simplest thing we can do that has the greatest impact?" 	Target	<ol style="list-style-type: none"> 1. Follow the four step process: <ul style="list-style-type: none"> • What is the problem? • Why is it happening? • What should be done? • Did it work? 2. Look to guiding questions and problem solving considerations if your team gets stuck in the process 3. Utilize monthly data summary and other data routinely collected to maintain focus on predictable system failures and emerging needs
Next Steps	<ol style="list-style-type: none"> 1. Assign tasks to team members and determine how progress on long range activities will be evaluated 2. List who is responsible, when the task is due, and what the task entails 	Next Steps	<ol style="list-style-type: none"> 1. Assign tasks to team members and determine how progress on long range activities will be evaluated 2. List who is responsible, when the task is due, and what the task entails

What is the problem?

Problem Identification

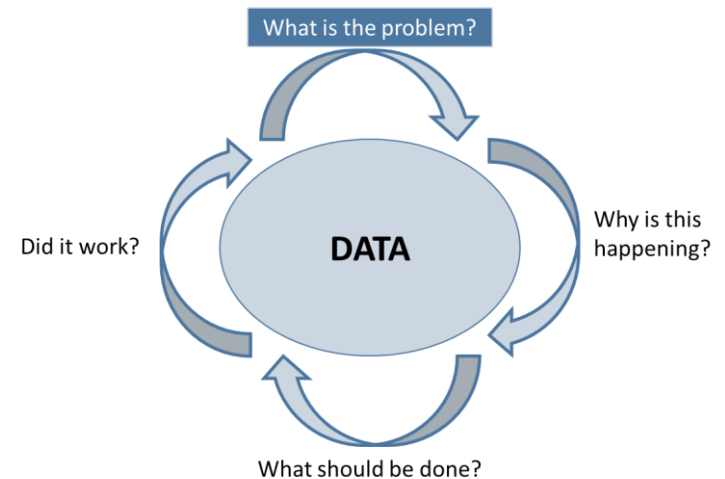
PURPOSE: To define the problem as the measurable difference between the desired outcome and the actual behavior or performance.

GUIDING QUESTIONS:

- What is the desired outcome?
- What is the actual performance?
- What is the difference between the two?
- If there is more than one problem, determine which is the highest priority?
- Is the problem school wide, grade level, whole class, small group, AYP subgroups, or individual?

OUTCOME CONSIDERATIONS

Academics, Social Behavior, Adults and Students



Why is it happening?

Problem Analysis

PURPOSE: To gather relevant information in the domains of instruction, curriculum, environment and the learner(s) through the use of reviews, interviews, observations and tests to determine contributing factors to the problem.

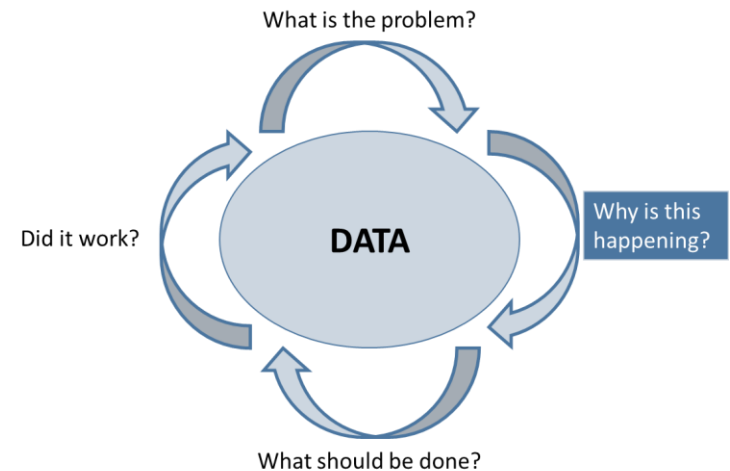
GUIDING QUESTIONS:

Have we collected data about variables that are educationally relevant and alterable?

Is there something we could change about the

- **Instruction**
- **Curriculum, or**
- **Environment**

to increase the probability that learning will occur?



IMPORTANT CONSIDERATIONS

	Educationally Relevant & Alterable	Less Educationally Relevant & Inalterable
Known Information	THIS IS WHAT WE WANT!	Disregarded or Low Priority
Unknown Information	These are assessment questions	DON'T GO HERE!

What should be done?

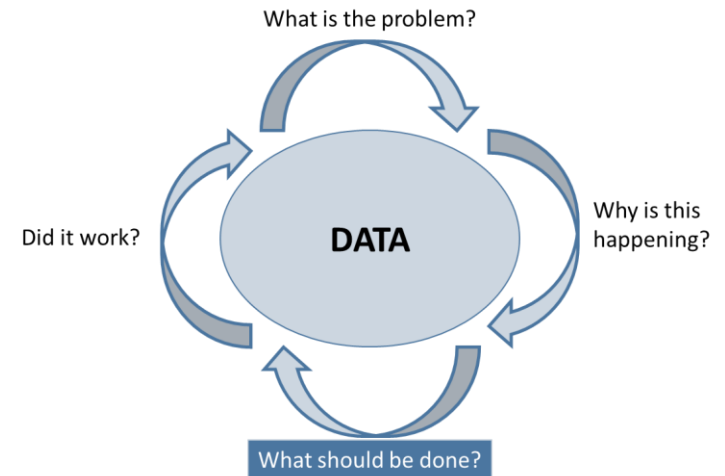
Plan Development & Implementation

PURPOSE: To select and implement a system support or an intervention that is focused on what to teach, how best to teach it, and how to monitor progress.

**What is the simplest thing we can do
that has the greatest impact?**

GUIDING COMPONENTS:

- System supports or interventions must be based upon data and knowledge gained through *problem identification* and *problem analysis*.
- System support or intervention plan development includes selection of a research-based practice, determination of who will be responsible for what, alignment of resources, how fidelity of implementation will be measured, how progress will be monitored, and specific scheduled decision points.
- **Progress monitoring** involves collecting, graphing and using data frequently
- **Progress monitoring** requires plan development



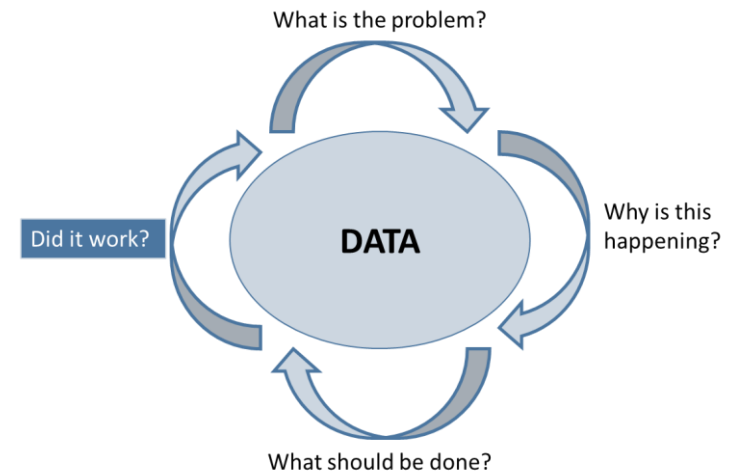
Did it work?

Plan Evaluation

PURPOSE: To determine the effectiveness of implemented system supports or interventions and make appropriate educational decisions.

GUIDING QUESTIONS:

- Was the system support or intervention successful?
- Does the plan require more time and monitoring or modification?
- Was the system support or intervention implemented with fidelity?
- Was the outcome met according to set criteria?
- Do we have the resources to sustain these supports?
- Do we need to go back to previous steps?
- Celebrate progress!



Problem Solving Considerations

Data Considerations		
Academics	Behavior	System Support
<p>Screening/Benchmark</p> <ul style="list-style-type: none"> Curriculum-Based Measurement (CBM) (e.g., Dynamic Indicators of Basic Early Literacy Skills; DIBELS) <p>Outcome Assessment</p> <ul style="list-style-type: none"> Standardized Assessments <p>Diagnostic Data</p> <p>***Provides information on how and what to teach. These data should be examined in grade level and individual student team meetings</p>	<ul style="list-style-type: none"> Office Discipline Referrals (Major & Minors) Behavior Education Program – Daily Progress Report - Percentage of Points Think Time (Interclass Timeout) Tardies Absences In School Detention/Out of School Detention School Wide Positives 	<ul style="list-style-type: none"> Getting Started Survey Team Assessments Self-Assessments including surveys, program evaluation measures, or other perceptual data sources Professional Development Evaluations System Progress Monitoring Data Fidelity Checks Program specific data

Disaggregation Ideas

- | | |
|--|---|
| <ul style="list-style-type: none"> Grade Class Individual teacher Cohorts over time (same group of students as they move through the system) | <ul style="list-style-type: none"> Race/ethnicity Gender Socio-economic status Program/Services |
|--|---|

Data Discussion Questions

- Are our data consistent and stable, suggesting that they are reliable?
- Is our data adequately measuring what we need to know in order to allocate resources, suggesting that the data are valid?
- If our data are lacking in reliability and/or validity, what data do we need adequately guide instructional decisions?
- What are these data telling us about curriculum and instructional practices?
- What are these data telling us about student needs?
- What are these data telling us about staff needs?
- How do these data help drive professional development activities?

Infrastructure Development, Implementation, and Refining Discussion Questions

CORE

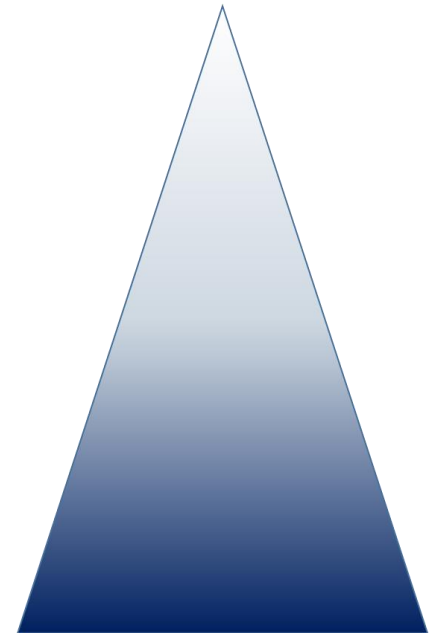
1. Is our core program sufficient?
2. For which students is the core program sufficient and not sufficient?
 - Are there patterns by racial/ethnic groups? By gender? By age?
 - What groups are on target? Behind? Ahead?
 - What do our data tell us about access and equity?
 - Is there a relationship between behavior (absences, tardies, positives, ODRs, etc.) and achievement? For which groups of students?
 - How might some school or classroom practices contribute to successes and failures? For which groups of students?
3. How will we monitor the sufficiency of our core program over time?
4. What are the alterable factors we can change to improve our performance?

SUPPLEMENTAL

5. Why isn't core sufficient for these students?
6. What specific supplemental instruction is needed?
7. How will we deliver that specific supplemental instruction?
8. How will we know if it is working?
9. How will know if students need to move to a different level of instruction?

INTENSIVE

10. Why isn't core and supplemental instruction sufficient for meeting these students' instructional needs?
11. What specific intensive instruction is needed?
12. How will we deliver that specific intensive instruction?
13. How will we know if it is working?
14. How will we know if students need to move to a different level of instruction?

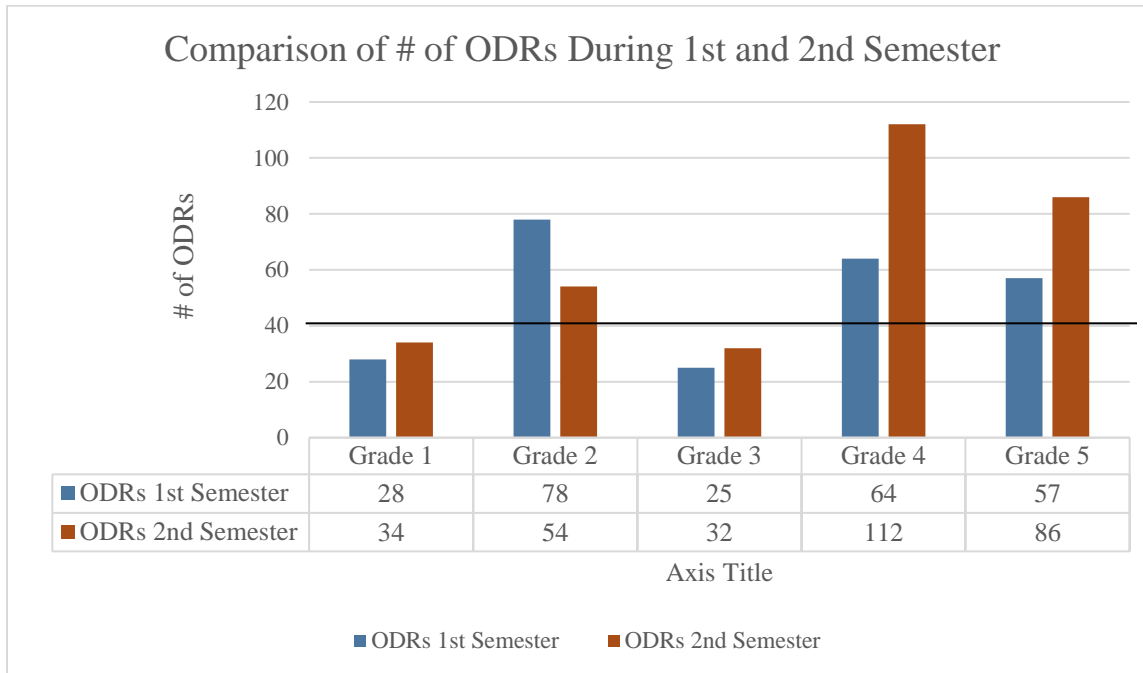


Successful Problem-Solving Teams

- Focus on student outcomes
- Focus on results not process
- Focus on prevention
- Focus on alterable vs. inalterable variables
- Continually ask, “What is the smallest change we can make to get the biggest effect?”
- Focus on research-based interventions vs. interventions supported by testimonials (e.g. “I loved that intervention because....”)
- Recognize that changing student academic and social behavior involves changing adult behavior and ask, “How can we create an environment that will support student learning/behavior?” when things are not working.
- Use problem solving at all levels (system, grade, individual student) and across academic and social behavior for students and adults
- Remember to celebrate when progress is made and problems are solved!
- Recognize that the problem-solving process is never finished—effective educators continuously assess their practices to ensure student learning and success

Handout 3.2: What Do You See?

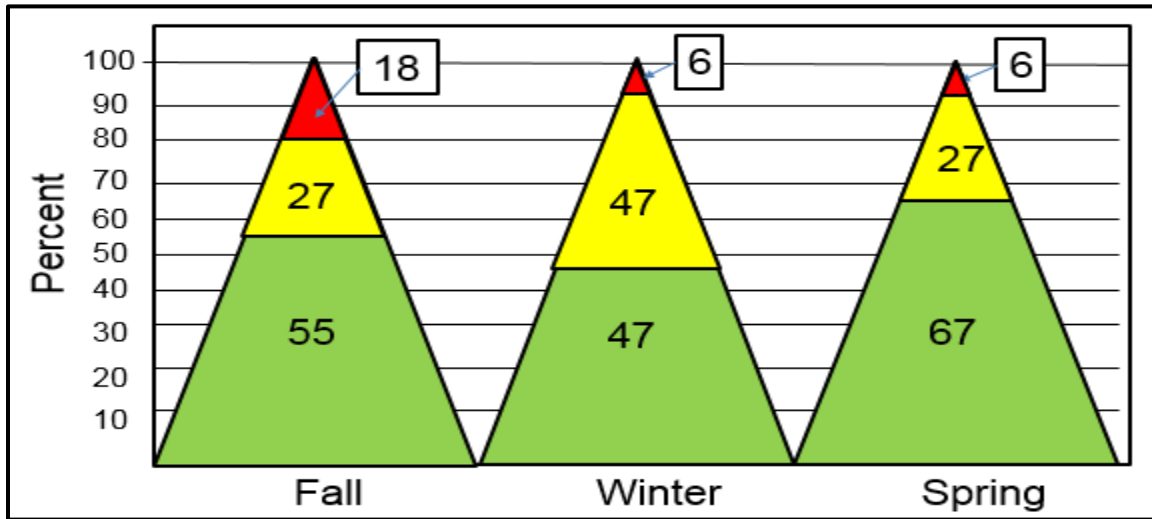
Data Set 1: Tier I DBDM – Behavior



As a school team, review the behavior data (# of office discipline referrals, or ODRs) provided by this school. At the beginning of the school year, the school set a goal of less than 40 ODRs per grade per semester, how would you describe the grade level behavior data for 1st and 2nd semester? Take time discuss the results at your table group.

1. What do the data tell us about how the Tier I behavior supports (e.g., core curriculum and instruction) are working in this school?
2. Which problem areas do you see? What evidence supports your thinking?
3. Which grades appear to be doing well? What evidence supports your thinking?
4. What types of decisions might the school team make with these data (e.g., who might need additional support, resources, or further analysis)?

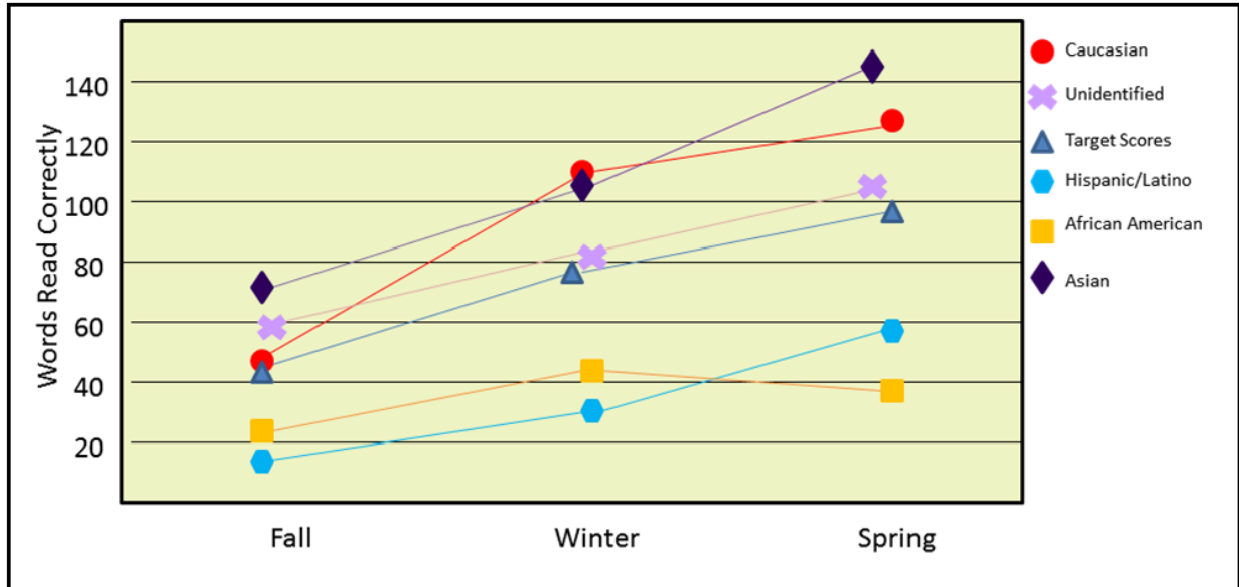
Data Set 2: Tier I DBDM – Grade Level Screening Data



As a school team, review the summary of results from 2nd grade reading screening for fall, winter, and spring. In the graph, students are grouped by their risk status: green - not at risk, yellow – at some risk, and red – at high risk. The expected goal is 80% at or above target, or not at risk, for each benchmark period. Use this data to answer the questions below.

1. Overall, how did the students in this grade do in the spring? How did this change across the year?
2. Based on the expectations, what areas of concern do you see in these data?
3. Define the problem (measure, target population, timeframe, expectation).
4. Based on the data, what questions might you ask about to gather more information about why the data look this way?

Data Set 3: Tier I DBDM – School-wide Benchmark Data



As a team, review the results of this school’s average score per benchmark by ethnic group. What differences do you see among the performances of different ethnic groups? Use the data above to answer the following questions.

1. Which ethnic groups are performing above the target score in this school?
2. What problem areas do you see in these data?
3. Define the problem (measure, target population, timeframe, expectation).
4. If these data represented your school, what questions might your team ask?

Handout 3.3: Wyoming Problem Solving Worksheet

Date:	School:
Team Members:	
Meeting Purpose:	

STEP 1—Problem Identification

The team will analyze primary data sources to identify problem areas and set a goal.

What is the benchmark or expected level of performance?	
What is the students' current level of performance?	
What is the comparison peer level of performance (e.g., district, school, national)?	

Conduct a gap analysis.

Benchmark and Students	
Benchmark and Peers	
Peers and Students	

Identify the replacement behavior and set a goal (time frame, measure, target population).

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STEP 2—Problem Analysis

Hypothesis: What are the most likely reasons this problem is occurring? Address potential domains of curriculum, instruction, curriculum, environment, and learner.

Prediction Statement: Based upon what we've learned, what must be changed about the instruction, curriculum, and/or environment in order to enable the student to meet the expectation?

Hypothesis 1: The problem is occurring because _____.
<i>Prediction Statement: If</i> _____ <i>would occur, then</i> _____.
<i>Relevant Supporting Data:</i>

Validated (circle): YES NO

Hypothesis 2: The problem is occurring because _____.
<i>Prediction Statement: If</i> _____ <i>would occur, then</i> _____.
<i>Relevant Supporting Data:</i>

Validated (circle): YES NO

Hypothesis 3: The problem is occurring because _____.
<i>Prediction Statement: If _____ would occur, then _____.</i>
<i>Relevant Supporting Data:</i>

Validated (circle): YES NO

STEP 3—Develop and Implement the Plan

Teams will select the intervention and or strategy that will address the problem and meet the goal. Next, they will develop a plan to implement the strategy.

Expected outcome of intervention or strategy (see goal from Step 1):

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Verified hypotheses (copy from Step 2):

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Develop an action plan:

Description of Strategy or Intervention	
Tier Focus	1 2 3
Implementation: <ul style="list-style-type: none"> • Frequency (how often) • Duration (amount of time) • When (timeline) • Who 	
Support: <ul style="list-style-type: none"> • Who • How often • Description/type 	

Data Collection: <ul style="list-style-type: none"> • Type • Frequency • Review dates performance expectations • Responsible party 	
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STEP 4—Evaluate the Plan

Review date(s).

Evaluate impact of action plan.

Circle one and complete related section below: Positive Questionable Poor

Positive	
<i>Next steps (circle):</i> 1. Continue with strategy or intervention. 2. Increase goal. 3. Fade strategy or intervention. 4. Other: Please describe	<i>Comments/Actions/Evidence</i>

Questionable	
<i>Next steps (circle):</i> 1. Evaluate fidelity of implementation. 2. Continue strategy or intervention. 3. Refine strategy or intervention. 4. Other: Please describe.	<i>Comments/Actions/Evidence</i>

Poor	
<i>Next steps (circle):</i> 1. Evaluate fidelity of implementation. 2. Evaluate alignment of strategy or intervention with hypotheses. 3. Consider other hypotheses (return to Step 2). 4. Evaluate validity of data. 5. Consider revising problem statement (return to Step 1). 6. Other: Please describe.	<i>Comments/Actions/Evidence</i>

Handout 3.4: Convene the MTSS School Team and Apply the Four-Step Problem Solving Process

Directions: Convene the MTSS school team to complete the tasks below (may require two separate meetings).

Task One: Draft Tier I Decision Rules

Consider articulating, in writing, what happens when:

- More than 80 percent of students are above the cut score
- Less than 80 percent have reached the cut score
- Lack of progress is evident
- Student progress varies by target group (e.g., Title I, special education, low socioeconomic status)

Task Two: Review and analyze screening data using the Wyoming Problem-Solving Worksheet

- Define the problem
- Hypothesize why these data look the way they look
- Set a Tier I goal based on these data
- Develop an action plan (include tasks, person(s) responsible, and a timeline)
- Develop a timeline and procedures for evaluating the effects of the plan

Module 3 Quiz

Multiple Choice: Select the best answer.

1. What are the steps of the problem solving method?
 - a. Problem identification, develop a plan, evaluate the plan, revise the plan
 - b. Problem identification, problem analysis, develop a plan, evaluate the plan
 - c. Problem identification, problem analysis, develop a plan, revise the plan
 - d. Problem identification, problem analysis, develop a goal, revise the goal
2. A sufficient problem description includes all of the following except which one:
 - a. Measure/assessment
 - b. Target population
 - c. Method of data collection
 - d. Time frame
3. Explicit decision rules can be articulated by data teams for which of the following scenarios:
 - a. More than 80 percent of students are above the cut score
 - b. Less than 80 percent have reached the cut score
 - c. Lack of progress is evident
 - d. Student progress varies by target group (e.g., Title I, special education, low socioeconomic status)
 - e. All of the above
4. Why is it critical to validate a hypothesis formed during the problem solving method?
 - a. If the hypothesis is inaccurate, the team will need to set up additional meetings.
 - b. If the hypothesis is inaccurate, and the wrong intervention is implemented, valuable time is wasted on an intervention that was not an appropriate instructional match for the student(s).
 - c. If the hypothesis is inaccurate, the team will need to move on to a different problem.
 - d. If the hypothesis is inaccurate, the team will need to postpone the problem-solving process.

True/False: Identify whether the statement is true or false.

5. Goal setting for replacement behavior should include a specific measure of success and avoid vague measures of growth.

6. To ensure that data-based decisions are made consistently and with fidelity across students, classes, and schools, data teams should establish routines and procedures for conducting data reviews, including holding regularly scheduled meetings only when issues arise for discussion.
7. Although each school is different and will include varied team members, key stakeholders should be represented on MTSS teams.

Module 3 Glossary

Alterable variables. Something that can be changed via instruction to increase academic or social behavior success. Examples include instructional time allocated, grouping, class size, reinforcement level, re-teaching, etc.

Benchmark. A benchmark is a pre-determined level of performance on a screening test that is considered representative of proficiency or mastery of a certain set of skills.

Classification accuracy. The classification accuracy indicates the extent to which a screening tool is able to accurately classify students into "at risk for reading/math disability" and "not at risk for reading/math disability" categories.

Cut score. A cut score is a score on a screening test that divides students who are considered potentially at risk from those who considered not at risk.

Disaggregated data. Data are disaggregated when they are calculated and reported separately for specific sub-populations (e.g., race, economic status, academic performance, etc.).

Fidelity of implementation. Delivery of assessment, instruction, and intervention in the way in which it is designed to be delivered. Additionally, fidelity must address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed.

Generalizability. Generalizability is the extent to which results generated from one population can be applied to another population. A tool is considered more generalizable if studies have been conducted on larger, more representative samples.

ICEL. The four domains of influence for problem solving and assessment

Inalterable Variables. Something that may have an impact on students' academic and social behavior but CANNOT be readily changed by school staff and therefore – should not be the focus of problem-solving meetings. Examples – mental health status, home life, parenting, disability status, physical/medical status

Norms. Norms are a standard of performance on a test that is derived by administering the test to a large sample of students. Results from subsequent administrations of the test are then compared to the established norms.

Reliability. Reliability is the consistency with which a tool classifies students from one administration to the next. A tool is considered reliable if it produces the same results when

administering the test under different conditions, at different times, or using different forms of the test.

Response to Intervention (RTI). RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

RIOT. The process of gathering data to assess the instruction, curriculum, environment, and learner during problem solving

Screening. Screening involves brief assessments that are valid, reliable, and evidence-based. They are conducted with all students or targeted groups of students to identify students who are at risk of academic failure and, therefore, likely to need additional or alternative forms of instruction to supplement the conventional general education approach.

Validity. Validity is the extent to which a tool accurately measures the underlying construct that it is intended to measure.