



Using The Wyoming MTSS Fidelity Rubric To Create An Action Plan

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Welcome

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Objective

Learn how to use the MTSS fidelity rubric in the context of a problem solving model to create an action plan.

Questions...

When considering your improvement efforts how do you...

- Determine areas of focus?
- Organize efforts into meaningful goals?
- Measure progress?

Can you relate?

- Where do we begin? Lots of things are happening but we are not getting the student achievement results we expect.
- It feels like we are all over the place and we don't know if we are choosing the right areas to correct.
- We start with good intentions but are never able to follow through...
- It seems like we are always starting something new...

Consequently...

It can feel like we are chasing our tail when trying to improve the system to meet the needs of all students.



It's all about results...

When building an improvement plan we need a framework that keeps us focused on meaningful practices and helps us progress monitor our efforts.

An alternative...

Problem Solving Process +

MTSS Fidelity Rubric =

Actionable School Improvement Plan

Component 1-Problem Solving Process

Built around four questions.

- What is the problem?
- Why is it happening?
- What should be done?
- Did it work?

Cyclical process that if followed can lead to systematic continuous improvement.

Component 2-MTSS Fidelity Rubric

- Developed as a tool to help schools/districts organize their efforts to implement a multi-tiered system of supports (MTSS).
- Items represent what research says are necessary to implement MTSS with fidelity.

It's a beautiful match...

By combining the MTSS Fidelity Rubric and a problem solving model teams have powerful tools that enable them to determine why they are not meeting student need. Teams can then focus on areas that lead to meaningful change (i.e. student achievement/results).

When, Who, What?

- When-Once a year process that sets direction for coming year.
- Who-Decision makers/resource allocators/stakeholders.
- What-Prioritize need. We choose the simplest things that will give greatest impact.



We will go through four problem solving questions and provide general direction on imbedding the MTSS Fidelity Rubric and see it through to an action plan.

What is the problem?

Purpose:

Define the measurable difference between the desired outcomes and the actual performance.

Guiding Questions:

What is the desired outcome?

What is the actual performance?

What is the difference between the two?

Do we even need to make a change?

Data Sources: Summative Measures-How is the system working overall for students?

Why summative data?

These are the metrics used by the state to determine effectiveness of our schools...

Data Dive

1. WDE Assessment Reports:

<https://edu.wyoming.gov/data/assessment-reports/>

2. For your school identify the percent proficient and advanced in reading for the following subgroups:

- All students
- Individual Education Plan
- Free/Reduced Lunch
- English Language Learners

Example

School A's team reviewed the following proficiency rates (proficient and advanced) for grades 3-5:

3rd	4th	5th
All-63%	All-58%	All-55%
ELL-40%	ELL-38%	ELL-40%
IEP-38%	IEP-30%	IEP-29%
Free and Reduced-50%	Free and Reduced-46%	Free and Reduced-48%

School A's goal for these grades is 80% of students scoring in the proficient or advanced range. Base on our definition of defining a problem (difference between where we want to be and actual performance) **Is there a problem? Do we need to dig deeper?**

Why is it happening?

Purpose:

Gather relevant information to determine contributing factors to the problem. ***What part of our MTSS framework needs to be addressed?***

Primary Data Source: [MTSS Fidelity Rubric](#)

Remember... the rubric outlines best practices for implementing a framework that can meet the needs of all students. It keeps us focused in areas that are educationally relevant and alterable.

Why is it happening?

School or District MTSS Leadership Team-3-8 members

- Administrator
- School Psychologist
- Grade level lead teachers
- Curriculum Facilitator/Coach

Set norms for process...

- Commitment to student results.
- Evidence not opinion.
- Courage to have honest conversation.

MTSS Fidelity Rubric

As a team rate your system using the MTSS Fidelity Rubric

- Read one item at a time with associated ratings.
- Allow each team member to share their rating for the item. If discrepancies exist discuss until consensus is reached. Evidence should exist to back up rating.
- Go through all items on the rubric.
- Identify strengths of your system and impact.
- Identify areas for possible action plan.

Why is it happening?

Things to watch out for...

- When rating system don't take it personally... We just want to get better.
- If you don't know rate yourselves lower, until you have evidence to the contrary.
- Don't get overwhelmed. It is a process. 3-7 years to fully implement. Stay committed to the outcome (all students having needs met) until you get there.
- Address one item at a time...

Take the time you need.

Take the time to accurately
identifying what is happening.
What you identify creates the
foundation for a meaningful plan.



MTSS Fidelity Rubric

As a team rate your system using the MTSS Fidelity Rubric

- Narrow focus... Suggested order
 - Do we have necessary infrastructure to support MTSS?
 - Do we have necessary screening data to drive our MTSS decisions?
 - Do we have necessary data routines and processes?
 - Is our tier 1 robust? Approx. 80%
 - Do we have effective tier 2 supports? Approx. 15%
 - Effective progress monitoring tools and processes?
 - Tier 3-DBI? Approx. 5%

What should be done?

As a team rate your system using the MTSS Fidelity Rubric

Make a choice...

What are the simplest two things that we can do in the area of need to move our MTSS work forward?

[Utilize Goal Setting Sheet](#)

What should be done?

Lots of ways to build a plan... Basic Components

1. Area of need identified/component on the MTSS Fidelity Rubric.
2. Goal. Include evidence of completion and due date.
3. Identify strengths that might be helpful when implementing identified area of need.
4. Identify possible barriers.
5. Ideas for addressing barriers that can be addressed in plan.
6. Outline task assignments to be accomplished, by whom, with due dates.
7. Review dates for plan.

Example

Did it work?

Purpose:

Determine the effectiveness of implemented plan.

Guiding Questions:

- lessons learned
- progress towards goal
- next steps

Did it work?

Decision Based On Guiding Questions:

- Was the outcome met?

Yes-Continue to next identified area of need-work through problem solving questions.

No-Was the plan implemented with fidelity?

*Yes-Problem solve plan. Was the correct area of focus chosen?
Did we adequately plan? Did the outcome measure match area of focus?*

No-Problem solve why plan was not implemented with fidelity and create new action plan.

Repeat....



Things to remember...

- Process is meant to be cyclical. Is about continuous improvement.
- Have the right people at the table.
- Stay committed to the process.



Questions



QUIZ TIME

What is one thing you learned today?



Thank You!!!!

Contact Information

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