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# Keep the Eye on the Prize

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# Agenda

- 1.0 Review from previous session
- 2.0 Keeping our eye on the prize:  
improving student outcomes
- 3.0 Sustainability critical features
- 4.0 Road Map
- 5.0 Next Steps



# 1.0 Review from Previous Session

# Our Focus Last Year

- Focus energy (resources, effort) on things that are likely to produce high outcomes
- Good instruction is good instruction is good instruction
- Good instruction requires lessons to be designed AND delivered to develop surface and deep knowledge
- Principles of Instruction will allow for this

# Conditions for Learning

1. Time, effort and motivation
1. Concentration (spans are short)
1. Distributed practice - more effective than massed practice (or cramming)
1. Prior knowledge - effects are powerful
1. Multimedia input - is important (mind responds to the combination of **visual** and **auditory** information)
1. Mind needs to do something with the information



## 2.0 Keeping Your Eyes on the Prize

# Prize: Improved Student Outcomes

- Many contributing factors: (here are some)
  - Began with the county-wide RtI effort
  - 2009-2010: 47 schools entered into a 3 year training sequence to install and implement an integrated behavior and reading RtI (MTSS) model
  - 2013-2014: John Hattie's work began to anchor the essential components of RtI
  - (MTSS) and the emphasis on both PBIS and Scientifically Based Reading Research (SBRR)

# Bold Leadership was Important

- Emphasis on coaching (RtI coaches)
- County-wide emphasis on SBRR
- Core reading program adoption (Reading Street)
- County-wide universal screening, introduction of Early Warning System, and Illuminate
- Data days at the district and school levels



## Bold Leadership was Important (cont.)

- Content literacy strategies and student engagement strategies with Kevin Feldman (TLT)
- 22g Grant: emphasis on high school (county-wide high school participation)
- Most recently, emphasis on math:
  - Universal screening
  - Core program adoption (some this year and others next year)

Did you feel like you were trying to  
Keep many things in the air at once?



# Activity

- **What do you think were three key decisions that positively impacted your Rtl efforts starting back in 2009-2010?**
- **Write these things on chart paper and we will post them for all to see.**



## 2.0 Sustainability Critical Features

# The Skinny on Sustainability

- Sustainability is defined as the presence of variables that predict sustained implementation
- Empirical evidence for factors that impact sustainability is limited BUT new research from the PBIS field is beginning to shed light on sustainability

# Sustainability Research Findings

- Sustainability factors
- School implementer variables (e.g., team approach, access to coaching, team's use of data) that either **support** or **prevent** sustained implementation

# Sustainability Factors

- School level sustainability factors:
  - School priority
  - Team use of data
  
- District-level sustainability factors:
  - District priority
  - Capacity building

# Sustainability Factors

- Both school-level and district level factors are related to sustained implementation
- Team use of data and school team functioning (each under school-level sustainability factors) have significant independent contributions to sustained implementation



# Sustainability Research Findings

- Sustainability factors
- School implementer variables (e.g., team approach, access to coaching, team's use of data) that either **support** or **prevent** sustained implementation

# Enablers of Sustainability

- School administrator support
- Staff support
- High quality professional development
- Consistent implementation approach
- Effective team meeting structures

# Inhibitors of Sustainability

- Often times viewed as the “lack of enablers to sustainability”
  - Lack of staff support (consensus / buy-in)
  - Lack of school administrator support
  - Lack of time (a resource) – time was the biggest perceived inhibitor of sustainability.

# Caution with Findings

- Most of the empirical research has been focused on PBIS implementation
- Further research should be conducted on other Effective Innovations (EIs) like academic components of MTSS in an attempt to see if the findings can be generalized
  - BUT, good news – MiBLSi and your ISD will be supporting you to implement an EI that includes PBIS

# Sustainability Critical Features

- Administrator support
- Consistent implementation approach
- Effective teams
- Frequent sharing of data with school staff
- High quality professional development
- Access to coaching

# Activity

- **Think about the sustainability of what you started to implement in 2009-2010.**
- **What sustainability critical features need to be more systematically addressed ?**



## 2.2 Sustainability: Starting Now!

# Recall: Sustainability Critical Features

- Administrator support
- Consistent implementation approach
- Effective teams
- Frequent sharing of data with school staff
- High quality professional development
- Access to coaching



# Establishing a Consistent Implementation Approach

- Fidelity assessments can operationalize what needs to be in place to support implementation efforts
  - Reading Tiered Fidelity Inventory: R-TFI (elementary level edition & secondary level edition)
  - Schoolwide PBIS Tiered Fidelity Inventory (SWPBIS TFI)
- Capacity assessment is also operationalized to help districts prioritize needs so schools can implement well and sustain effort



## 4.0 Road Map

# Three Areas to Focus

1. District capacity to address sustainability critical features and in particular, the district-level sustainability factors
1. Sustaining the reading and behavior data, systems and practices that have occupied a great deal of effort and resources (using new fidelity assessments)
1. Generalizing the sustainability critical features to new efforts (e.g., math program implementation, 22g grant, etc.)

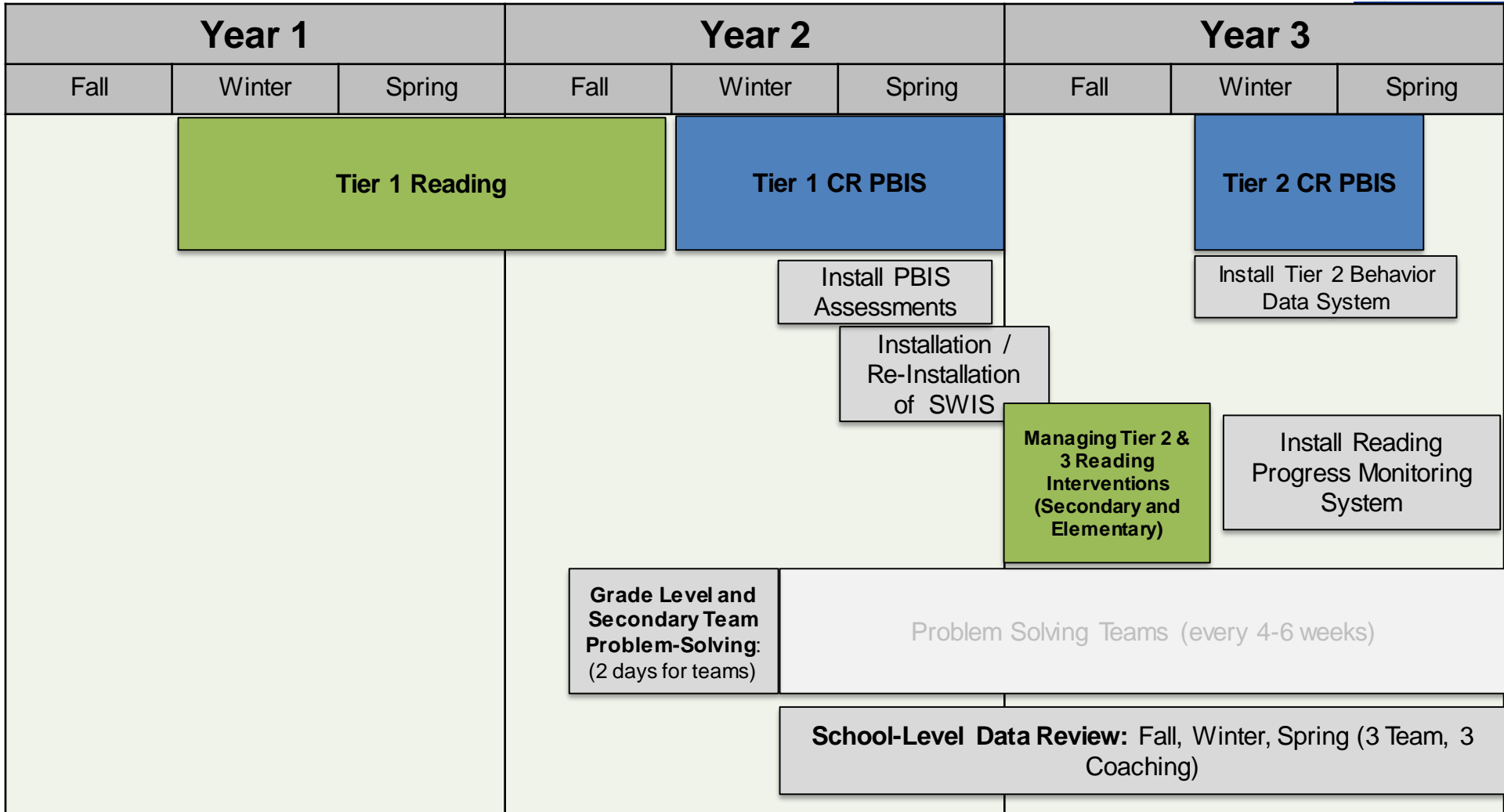
# Possible Pathway to the Future

- Winter of 2016: Start an elementary focus on strengthening Tier 1 reading implementation
- Spring - Fall of 2016: Start a secondary reading focus on schoolwide systems to enhance and sustain secondary reading practices
- Fall of 2016: Engage elementary school leadership teams in a 1 day schoolwide reading systems day (make sure the systems are there to enhance and sustain the implementation of the practices)

# Possible Pathway to the Future

- Fall of 2016: Work with secondary teams (cross department and department configurations in problem-solving in content area reading implementation efforts)
- Winter of 2017: Formally engage school leadership teams in a culturally responsive PBIS series (three days that will include work time for teams)
- Fall of 2017: Engage secondary and elementary in managing Tier 2 and Tier 3 intervention supports

# Possible Pathway for the Future



- Behavior Training Sessions
- Reading Training Sessions
- Data Installation & Ongoing Data Review: Data Reviews are facilitated at ISD with trainer leading.
- Team meetings scheduled in school and led by team leaders and principals

## Activity

**Given what you know, do you think this pathway would help your district achieve its goal to continuously improve and sustain reading and behavior supports?**

**Are you interested in hearing more details?**

# Next Steps

- Schedule a time for us to meet with you and / or your district team (could be with you first then with your team or done at the same time)
- We would like to collect baseline DCA data so the ISD can use the data to prioritize and differentiate supports to you!
- We would like to provide more information about the road map so you can make a good decision about whether this fits with the direction your district is moving



# Adolescent Reading Model Demonstration Grant