Getting Ready for 2028

NWESD 189
May 8, 2024

Washington AIMS

Washington Office of Superintendent of
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Agenda

- Introductions
  - Brief Overview of the Washington AIMS Project
- History
- Guidance Document and Technical Assistance
  - Four Criteria for SLD Identifications
    - Inadequate Achievement
    - Insufficient Progress
    - Rule Out Primary Factors
    - Rule Out Insufficient Progress
  - Breakout Group Reflection Time
- Establishing Readiness
  - Individual Readiness
  - District Readiness
  - MTSS Rubric and Worksheet
  - Resources
- Final Group Reflection If Time Allows

About AIMS

The Office of Superintendent of Public Instruction joined with the University of Washington Bothell in a successful application for the Washington AIMS (Administrators Improving Multi - tiered Systems of Support) project. Project AIMS received five years of funding from the U.S. Department of Education's Office of Special Education (OSEP) to support local leadership for multi -tiered systems of support (MTSS) in schools and districts across the state. The project began October 1, 2020, and will serve a cohort of fifteen principals and district administrators each year who are engaged in leading MTSS in their organizations.

- **Co-Director Tania May, Assistant Superintendent for Special Education, OSPI**
- **Co-Director Tom Bellamy, Professor Emeritus, University of Washington Bothell**
- **Project Coordinator William Rasplica, Executive Director Learning Support Services – Retired & UW Bothell Instructor**
- **Susan Ruby, Professor, Eastern WA University**
- **Stephanie King, WA AIMS & ECSEL**
- **Mary McGuire, Project Evaluator, UW Bothell**
- **Kellie Holden, Administrator, UW Bothell Goodlad Institute**

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Administrators Improving Multi-Tiered Systems Cohort 4

Date & Time	Competency Cluster/Expert Consultant	Leadership Capability	Core Book Readings	Resources/Tools
9/27/23 5:00-6:00	Virtual Orientation Rasplica, King, Ruby, May & Bellamy	∀ Overview		
10/21/23 8:00-3:30 UW Bothell	School-Wide Multi-Level Academic and Behavioral Prevention System & the MTSS Rubric, Sarah Arden, Ph.D. American Institutes for Research	∀ Build and share MTSS Expertise ∀ Make the Case	McIntosh & Goodman, Ch. 1-2 Brown-Chidsey & Bickford, Ch. 1-2 Gibbons et al., Ch. 1 Superintendent Perceptions Article Impact of Leadership on Outcomes	Law of Requisite Variety Definitions MTSS Fidelity Rubric MTSS Summary Sheet
PLG Meeting 1 10/25/23 5:00-6:15	PLG		MTSS DLP MTSS Rubric	MTSS Rubric Videos
11/18/23 8:00-3:30 UW Bothell	Developing District and School Teams and Tools Rachel Brown-Chidsey, Ph.D., University of Southern Maine	∀ Lead for Change ∀ Build Capacity ∀ Develop and Use Data for Leading	McIntosh & Goodman, Ch. 4, 6, & 7 Brown-Chidsey & Bickford, Ch. 3-4 Implementing Effective Educational Practices at Scales of Social Importance	STICC Model Hexagon Tool - NIRN Hexagon Discussion Analysis Tool
PLG Meeting 2 11/29/23 5:00-6:15	PLG	∀ Lead for Change	Leading for Change Handbook	
12/9/23 8:00-3:30 UW Bothell	Developing, Sustaining, and Integrating Complex Systems Kent McIntosh, Ph.D., University of Oregon	∀ Lead for Change ∀ Lead for Reliable Implementation ∀ Build Capacity	McIntosh & Goodman, 5 Brown-Chidsey & Bickford, Ch. 6-8	Leading for Change Handbook Tools to Support Intensive Intervention Data Meetings
PLG Meeting 3 1/17/24 5:00-6:15	PLG	∀ Leading from Where You Are	MTSS Rubric	MTSS Fidelity Rubric MTSS Summary Sheet
1/20/24 8:00-3:30 UW Bothell	Research-Based Core Reading and Math Instruction Matt Burns, Ph.D., University of Missouri Sarah Powell, Ph.D., University of Texas	∀ Make the Case ∀ Build Capacity ∀ Leading from the Middle	Brown-Chidsey & Bickford, Ch. 5, 14, 18 Gibbons et al. Ch. 2, 4, 5, 6, & 7	WS State School Report Card IRIS Module: Navigating Evidence Based Resource Websites

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2/10/24 8:00-3:30 UW Bothell	Universal Screening and Progress Monitoring Erica Lembke, Ph.D., University of Missouri	∀ Lead for Change ∀ Build Capacity ∀ Develop and Use Data for Leading	Brown-Chidsey & Bickford, Ch. 19-21 McIntosh & Goodman, Ch. 3 Gibbons et al., Ch. 4	Guide to Designing the Screening Process NCII Screening & Progress Monitoring Tools Charts Leading for Change Handbook NIRN Implementation Drivers
PLG Meeting 4 2/21/24 5:00-6:15	PLG	∀ Lead for Change ∀ Lead for Reliable Implementation	NIRN Active Implementation Module 1	
3/16/24 8:00-3:30 UW Bothell	Identifying and Implementing Evidence-Based Behavioral Practices Rob Horner, Ph.D. University of Oregon	∀ Lead for Reliable Performance ∀ Build Capacity ∀ Develop and Use Data for Leading	Review McIntosh Ch. 2	EBI Network - Behavior NCII Tools Charts Tiered Fidelity of Implementation WS State School Report Card
PLG Meeting 5 4/17/24 5:00-6:00	PLG	∀ Leading for Change	DLP Check-In	
4/20/24 8:00-3:30 UW Bothell	Identifying and Implementing Evidence-Based Academic Instructional Practices Christopher Lemons, Ph.D. Stanford University	∀ Build and Share MTSS Expertise ∀ Lead for change	Brown-Chidsey & Bickford, Ch. 15-17, 23	EBI Network - Academics NCII Tools Charts Tools to Support Intensive Intervention Data Meetings Hexagon Tool - NIRN Hexagon Discussion Analysis Tool
5/18/24 8:00-3:30 UW Bothell	Data-Based Decision Making & Putting It All Together Susan Ruby, Ph.D., Eastern Washington University	∀ Develop and use data for Leading ∀ Build capacity	McIntosh & Goodman, Ch. 8 - 10 Gibbons et al., Ch. 6-8	Team Initiated Problem Solving Tiered Decision Guidelines for Social, Emotional, and Academic Behavior Establishing Routines - Interconnected Systems Framework

AIMS Leadership Capabilities

- 1. Build and share MTSS expertise
  - Overall Goal: bring expert-level knowledge to district considerations
- 2. Make the case
  - Overall Goal: convince others to investigate and implement
- 3. Lead the change process
  - Overall Goal: manage the process to shift from current practice to full implementation of MTSS
- 4. Lead for reliable implementation
  - Overall Goal: create and sustain roles, structures, and routines that sustain reliable implementation

AIMS Leadership Capabilities

- **5. Build capacity**
  - **Overall Goal: develop, improve, & sustain capabilities throughout the district**
- **6. Develop and use data for leading**
  - **Overall Goal: to have reliable data that supports implementation timely decision-making**
- **7. Manage self**
  - **Overall Goal: to sustain effective engagement in leadership for implementation**

History

2006: WA first allowed school districts to use an RTI approach for SLD evaluations; document released by OSPI, “Using Response to Intervention (RTI) for Washington’s Students”

2014: WSASP released “Revised Professional Practice Guidelines in the Evaluation of Students Suspected of Having a Specific Learning Disability”

2014: OSPI released most recent “Identification of Students with Specific Learning Disabilities” (SLD Guide)

2019-2021: MTSS Director hired; partnership with AIR; SLD Cadre convened with statewide meetings/feedback. Recommendation to sunset the discrepancy model and phasing in a Response to Intervention (RTI) approach within a Multi-Tiered System of Supports (MTSS)

2023-2024: OSPI collaborates with the AIMS project to draft new SLD guidelines.

Washington State's Response to IDEA 2004 Options

- States must choose an approach for SLD Identification within these boundaries:
  - May permit OR prohibit severe discrepancy.
    - **WA will prohibit severe discrepancy in 2028**.
  - May permit OR require RTI
    - **WA will require RTI in 2028**.
  - May permit OR require "Other alternative research-based procedure."
    - **WA will not require but will permit additional assessment as determined by evaluation teams (beyond the RTI process).**

Joint Principles for Eligibility for Special Education Under a Specific Learning Disability Classification

Principle 1. Rigorous, differentiated universally designed core curriculum with evidence-based supplemental interventions,

Principle 2. Teaming practices supported by professional development for data-based decision-making with screening and progress monitoring, and

Principle 3. Strong collaboration with families throughout the development and monitoring process.

Principles for SLD Eligibility: Practice & Policy Considerations for States and School Districts

Principle 5 calls for the use of reliable and valid tools and practices and encourages consistency across school districts.

Principle 8 encourages use of RTI data as an essential part of the evaluation and states that school personnel must not use RTI procedures to delay a comprehensive evaluation.

https://www.nasponline.org/resources-and-publications/resources-and-podcasts/special-education/sld-eligibility-policy-and-practice-reccomendations

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Current Work

- The goal of the OSPI Special Education Division is to completely phaseout the discrepancy method for SLD evaluations by school year 2028.
- Work Groups:
  - Specific Learning Disability Implementation and Transition, facilitated by Liz Stewart (2021-present), focus on communication protocols
  - Writing Team for SLD Guidance Document and Technical Assistance, draft documents for review - ongoing
  - School Psychologist feedback team to begin in December, 2023
  - Special Education Leader Team to begin in December, 2023
- Plan to distribute guidance, August 2024

Guidance Document and Technical Assistance Papers

- **New SLD Guide -** replaces the 2014 “Identification of Students with Specific Learning Disabilities” (SLD Guide)
- **Includes 4 Criteria**:
  - Establish Inadequate Achievement
  - Determine Insufficient Progress
  - Rule Out Primary Factors
  - Rule Out Lack of Appropriate Instruction
- **Supported by Technical Assistance Papers (TAPs)**

SLD Technical Assistance Papers

~~SLD TAP 1: Essential Components of MTSS required in SLD Evaluations~~

SLD TAP 2: Establishing Inadequate Achievement

SLD TAP 3: Determining Insufficient Progress

SLD TAP 4: Ruling Out Exclusionary Factors

SLD TAP 5: Ruling Out Lack of Appropriate Instruction

SLD TAP 6: Observing the Student within the Instruction-Intervention Process

SLD TAP 7: Special Considerations when Evaluating English Learners

SLD TAP 8: Conducting Comprehensive Evaluations for SLD Eligibility

SLD TAP 9: Frequently Asked Questions in SLD Evaluations

SLD TAP 10: District Steps to Implement an RTI Approach for SLD Evaluations

RTI: Regulations A & B

A: Student Has a Disability (Inclusionary and Exclusionary Criteria)

- **Inclusionary:** Failure to Achieve Adequately
- **Inclusionary:** The Child Does Not Make Adequate Progress

- **Exclusionary:** Rule Out (Another contributing factor, individual)
- **Exclusionary:** Rule Out (Lack of appropriate instruction)

B: Student Needs Special Education

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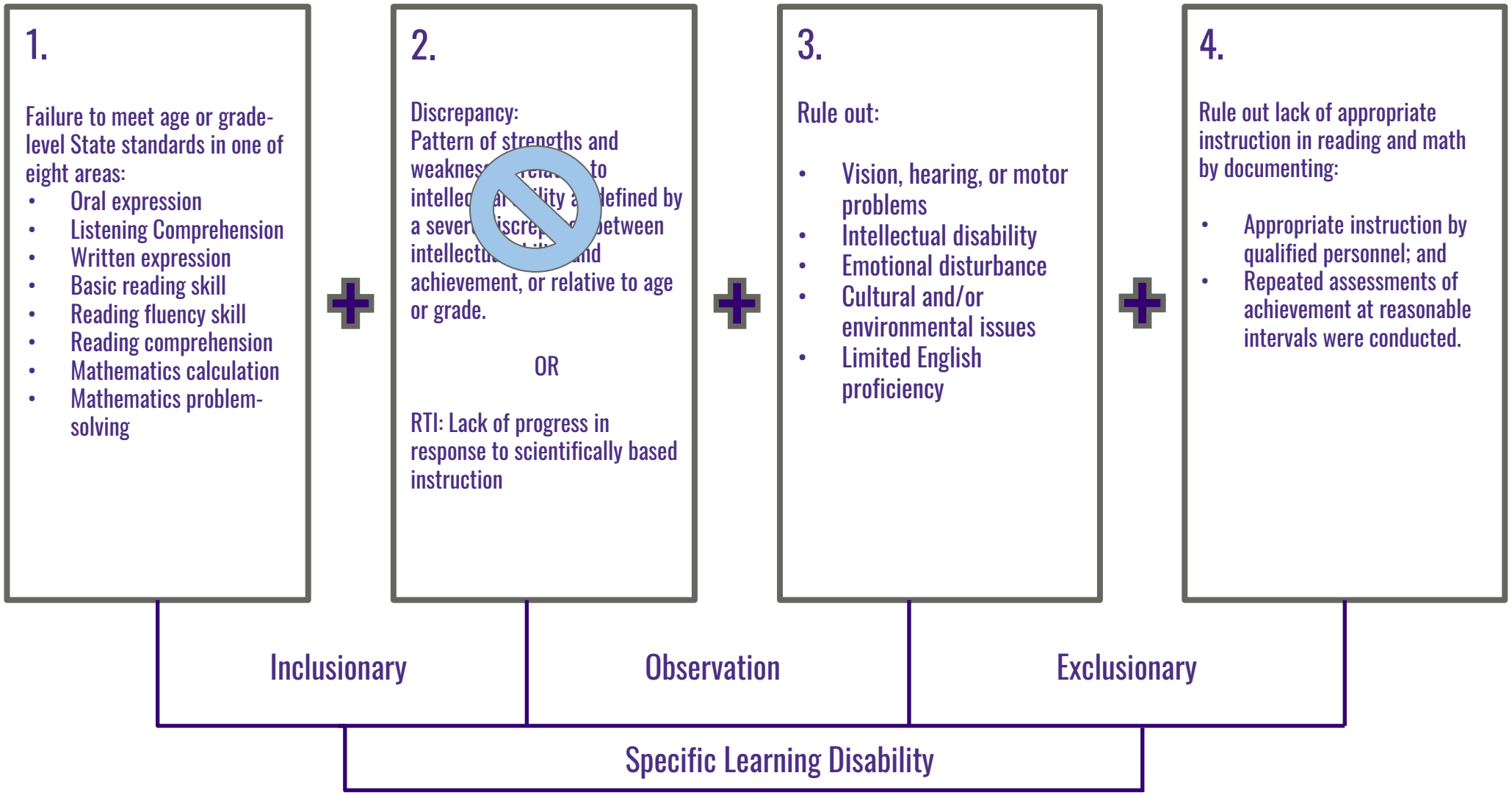

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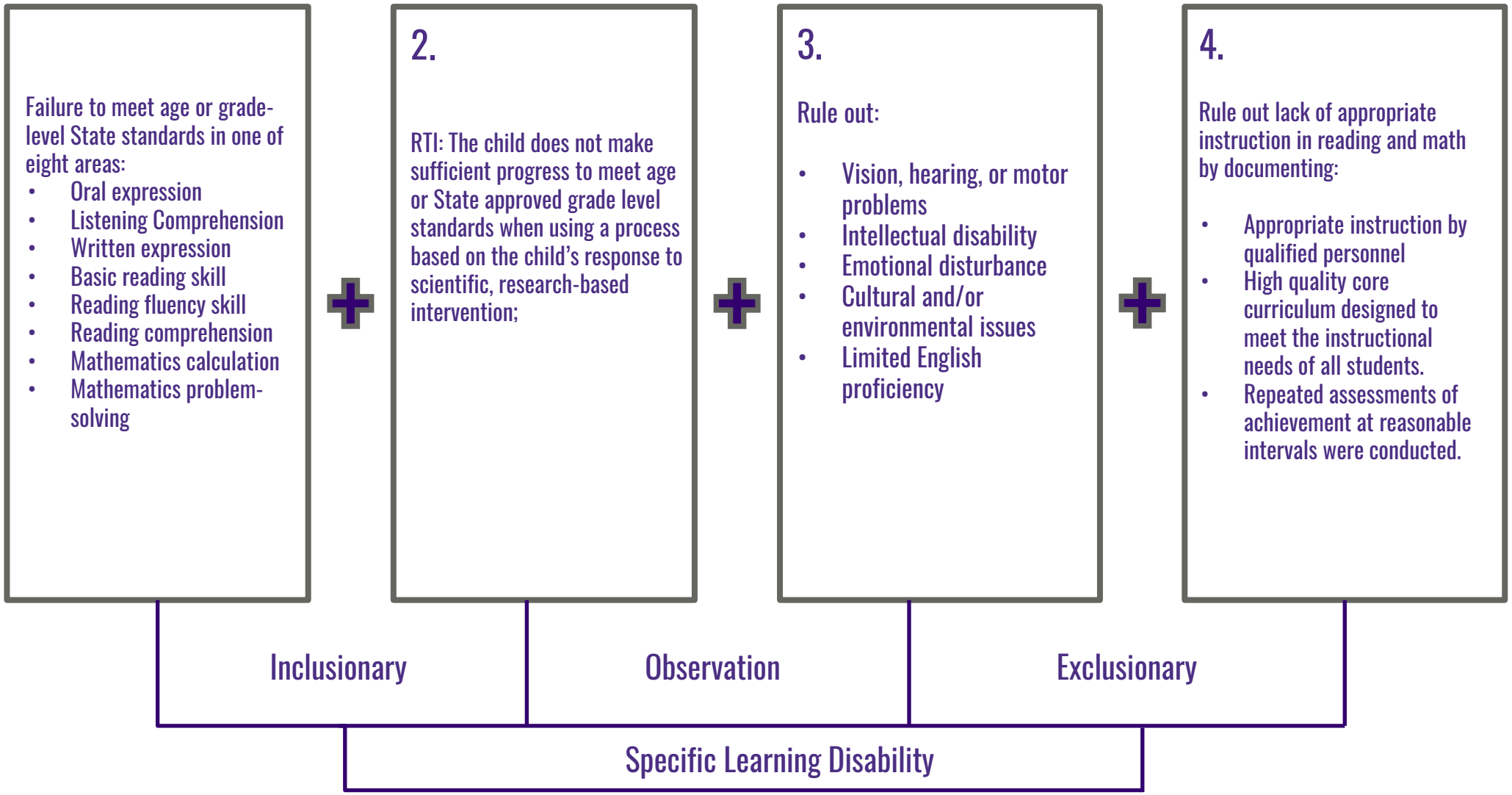
Source: Kovaleski, J., VanDerHeyden, A., Runge, T., Zirkel, P., and Shapiro, E. (2022). *The RTI approach to evaluating learning disabilities, 2nd Edition*. New York: Guilford.



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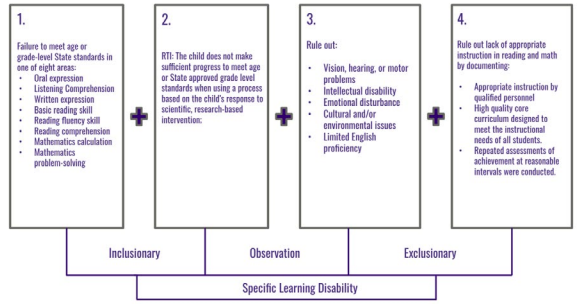
Source: Kovaleski, J., VanDerHeyden, A., Runge, T., Zirkel, P., and Shapiro, E. (2022). *The RTI approach to evaluating learning disabilities, 2nd Edition*. New York: Guilford.

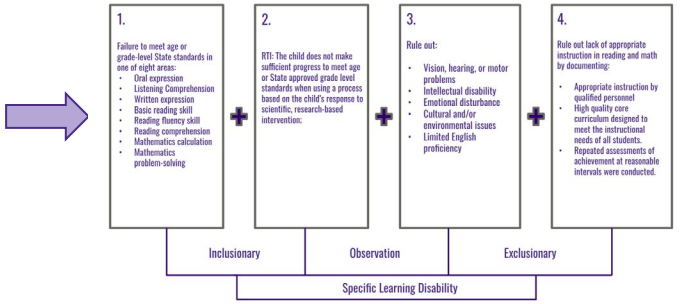
Dual Discrepancy



1) Inadequate Achievement – student's level of performance: the student exhibits a gap between actual and expected performance, a performance discrepancy as evidenced by progress monitoring scores at or below the 10th percentile when compared to same grade peers on a standardized norm referenced assessment (curriculum-based assessment, individual assessment, or state assessment).

2) Insufficient Progress - the student did not sufficiently respond to scientific, research-based interventions at a rate of improvement that reduces risk, in a reasonable amount of time. The student's rate of Improvement is significantly lower than grade level rates of improvement that would be necessary to meet established goals set to meet grade level minimum standard.

Criterion 1: Establishing Underachievement

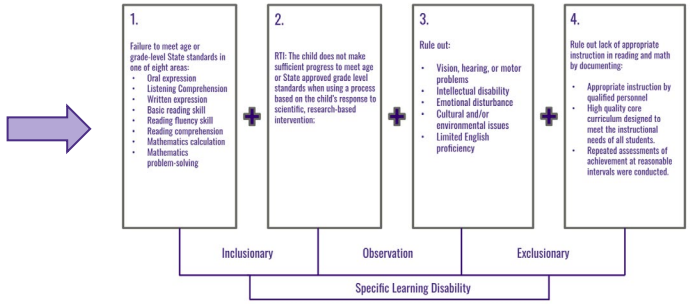


Definition: The child does not achieve adequately when provided with appropriate learning experiences and instruction in the following areas:

Oral Expression, Listening Comprehension, Written Expression, Basic Reading, Reading Fluency, Reading Comprehension,

Mathematics Calculation, Mathematics Problem Solving

Criterion 1: Establishing Underachievement



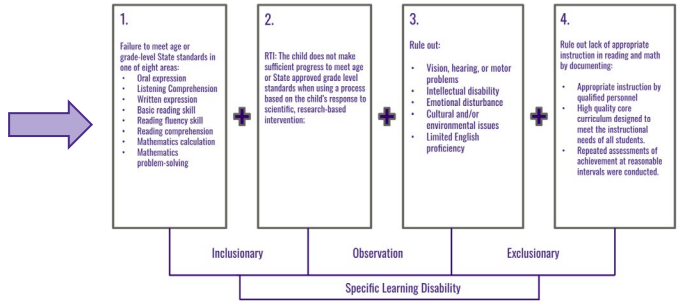
Gathering information to provide evidence of the student's level of performance (multiple data sources, valid and reliable instruments):

- Step 1: Evaluation and information provided by students parents, current classroom-based, local and state assessments, classroom-based observations, and observations by related service providers.

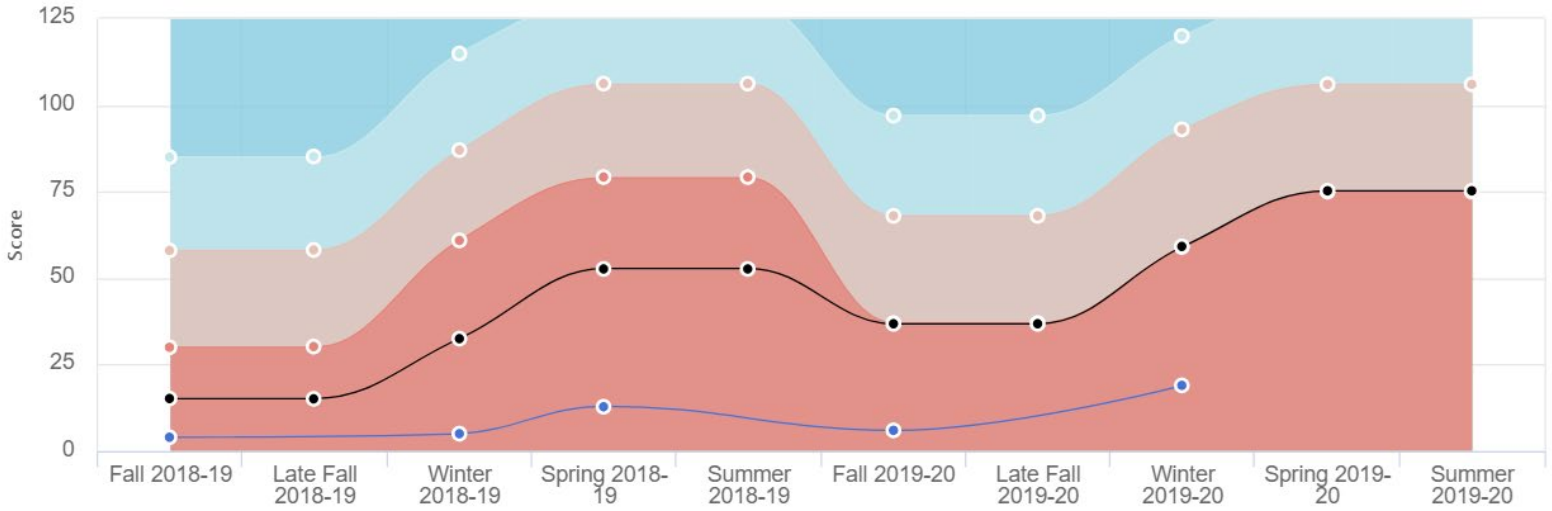
- Step 2: Determine if there is a need for further assessment in student's area of need.

- Step 3: Documenting the gap between actual and expected.

Performance Discrepancy Data



Universal Screening Scores



Assessment data

- Universal screening scores below the 10th percentile
- Diagnostic skill assessment
- Survey level assessment with CBM probes
- Standardized norm-referenced individual assessment
- State assessments

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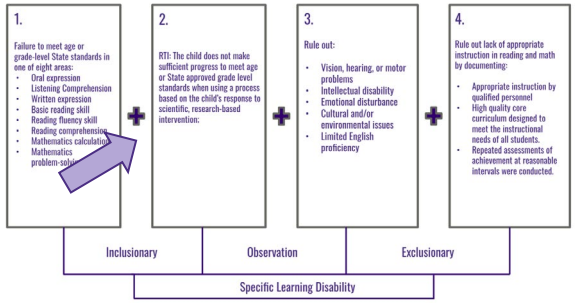
Criterion 2: Determining Insufficient Progress



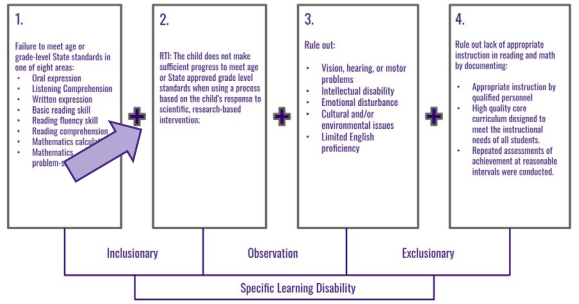
Definition:

The child does not make sufficient progress to meet age or State approved grade level standards when using a process based on the child's response to scientific, research-based intervention: Link to WAC - https://app.leg.wa.gov/wac/default.aspx?cite=392-172A-03060

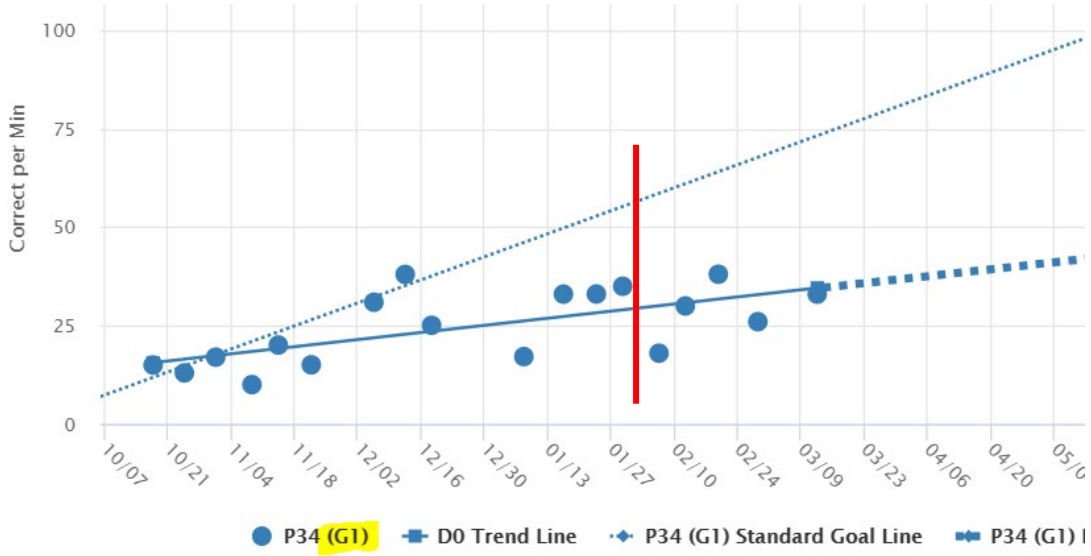
This criterion is the second inclusionary factor when identifying an SLD using the dual discrepancy model and it must co-occur with Underachievement.

In addition to....Insufficient Progress: the student did not sufficiently respond to scientific research-based interventions...you also need.....at a rate of improvement that reduces risk, in a reasonable amount of time. The student's rate of improvement is significantly lower than grade level rates of improvement **and** the rate of improvement is not sufficiently accelerated to meet established goals set to achieve grade level minimum standard.

Progress Discrepancy Data



Progress Monitoring



Additional assessment data

- Lesson gains charts; the number of lessons completed in 1-week
- In program assessments, related to the curriculum
- Accuracy gains

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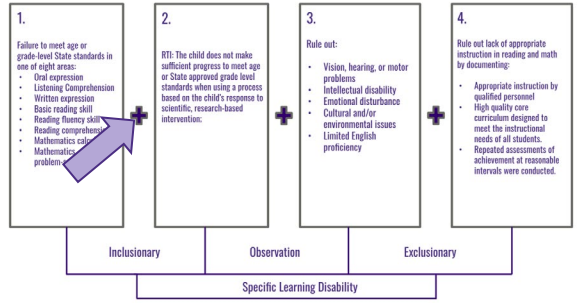
Criterion 2: Determining Insufficient Progress



- Preparing for Successful Progress Monitoring:
  - Selecting and Understanding Appropriate Tools
  - Conducting Survey Level Assessments to determine instructional level
  - Setting Goals
    - Using Middle or End of the Year Benchmarks
    - Using Rate of Improvement (ROI) Norms
  - Establishing Decision Rules
    - Adequate data points
    - Four data point method
    - Trendline analysis

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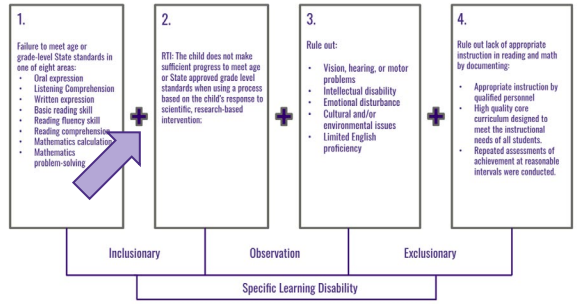
Criterion 2: Determining Insufficient Progress



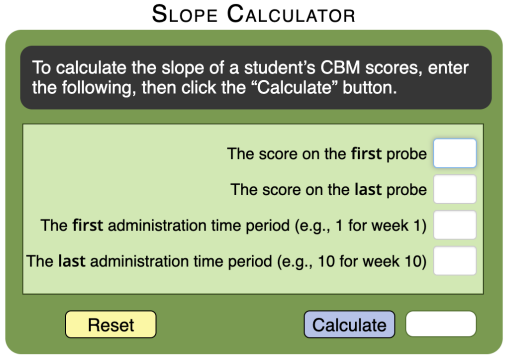
Metrics for Measuring RTI

ROI Equation: End Performance - Beginning Performance/# Instructional Weeks = Rate of Improvement

IRIS RTI Professional Development: Page 6: Evaluating Student Performance.

IRIS Slope Calculator:

Slope Calculator



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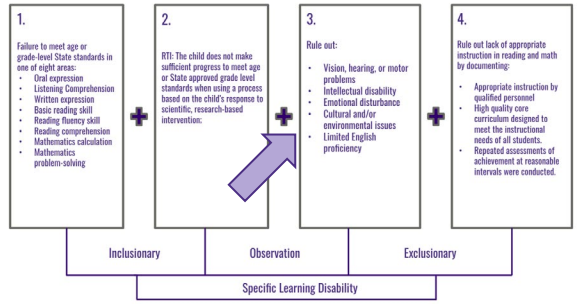
Criterion 3: Exclusionary Factors

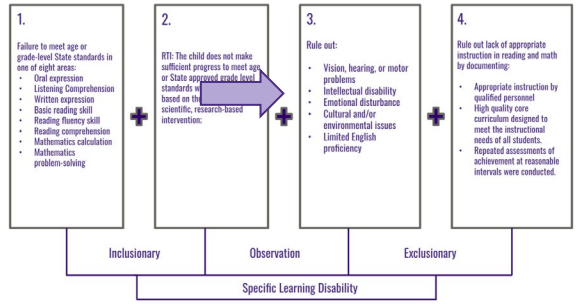


WAC 392-172A-01035 (k)(ii), “Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

Rule Out:

- Vision, hearing, or motor problems
- Intellectual disability
- Emotional disturbance
- Cultural and/or environmental issues
- Limited English proficiency

Criterion 3: Exclusionary Factors

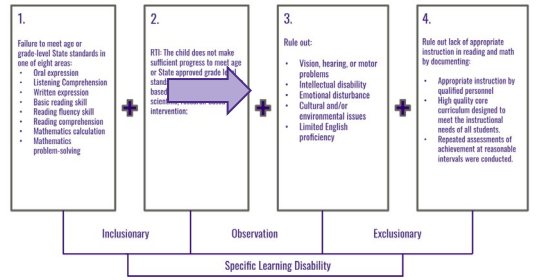


The IEP Team must rule out other factors as being the primary cause of educational difficulties before determining that a child is eligible for special education due to an SLD.

Identifying and addressing the primary and contributory factors that create obstacles to learning, affect rates of academic growth, and cause low achievement can help education professionals design targeted interventions, provide quality instruction, and develop appropriate expectations—all of which are necessary to reduce over- and under-identification of children for special education services (NCLD White Paper, 2020).

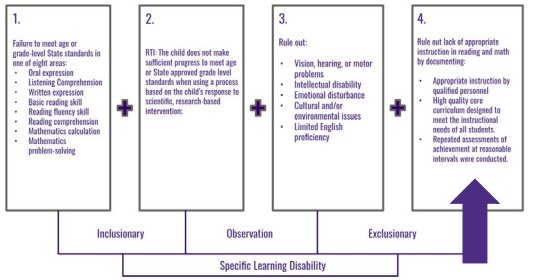
Criterion 3: Exclusionary Factors

Source: http://www.rtinetwork.org/getstarted/sld-identification-toolkit/ld-identification-toolkit-criterion-3



Exclusionary Factor	Data Sources & Information
Vision, Hearing, or Motor Problems	Health screening & follow-up. School health records; relevant medical information, routine vision, hearing, and motor screening; observations.
Intellectual Disability	This factor cannot co-exist with SLD. An intellectual evaluation should be conducted to confirm or rule out the presence of ID, as needed.
Emotional Behavioral Disability	Data can include observation, rating scales, presence or absence of behavior with PBS, presence or absence of behavior with low-medium-or high challenge academic tasks, medical, or psychological history.
Cultural and/or Environmental Issues	Data that compares performance of relevant subgroups; primary language; parent/caregiver and student interviews. Consideration of short-term or long-term student variables that may impact performance or access to education.
Limited English Proficiency	English language proficiency (WIDA, oral language; vocabulary; verbal ability); level of performance and rate of progress compared to students with similar exposure to language and instruction, parent interview.

Criterion 4: Ruling out Lack of Appropriate Instruction

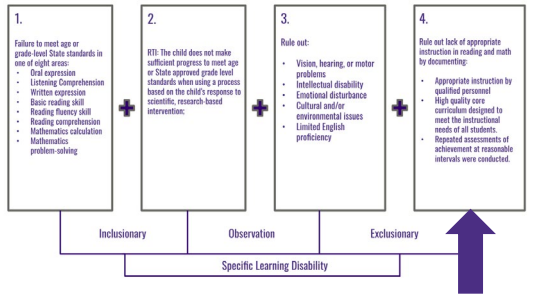


WAC 392-172A-03055 4) *To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider*:

(a) *Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel; and*

(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents

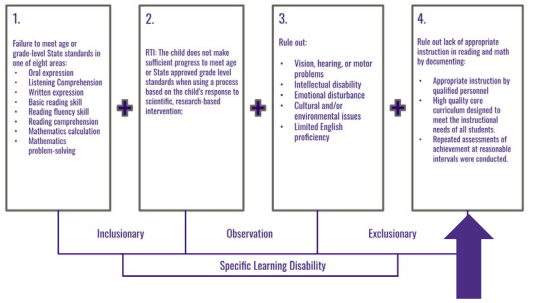
Criterion 4: Ruling out Lack of Appropriate Instruction



Core curriculum is designed to meet the instructional needs of all students, as evidenced by:

- ❑ A majority of students meeting or exceeding state standards,
- ❑ district academic outcomes trending higher based on year-over-year assessment, and
- ❑ educational equity is achieved through targeted instructional planning for student groups who are not meeting standards at a disproportionate rate.
- ❑ Class-wide medians

Criterion 4: Ruling out Lack of Appropriate Instruction



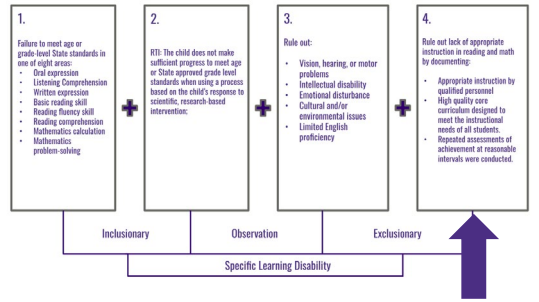
Key questions: Gibbons (2018) *Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1*

- ❑ Are at least 80% of students meeting expectations at each grade level?
- ❑ Are at least 95% of students who meet expectations in the fall still meet expectations in the spring?
- ❑ Are at least 80% of subgroups meeting expectations?
- ❑ Is the rate of students identified as having a learning disability at or below state average?
- ❑ Kovaleski et al (2023): In a class-wide comparison, IF 50% of students perform in the risk range in screening or are not meeting grade-level expectations, THEN implement a class-wide intervention.

UO Center for Teaching and Learning (Thomas-Beck, 2006)

1. Instructor models instructional tasks when appropriate.
2. Instructor provides explicit instruction.
3. Instructor engages students in meaningful interactions with language during lesson.
4. Instructor provides multiple opportunities for students to practice instructional tasks.
5. Instructor provides corrective feedback after initial student responses.
6. Students are engaged in the lesson during teacher-led instruction.
7. Students are engaged in the lesson during independent work.
8. Students are successful completing activities at a high criterion level of performance.
9. Instructor encourages student effort.

Determining Appropriate Instruction



- Designs effective, standards-based instruction;
- Delivers high-quality, student- centered instruction;
- Promotes high levels of student engagement;
- Uses assessment data for student learning;
- Uses a positive behavior management strategy;
- Has clear evidence students are learning.

Source: R. MacGregor, the Essential Practices of High Quality Teaching and Learning, 2007.

Discussion and Reflection - 15 Minutes

Reflect on the concept of dual discrepancy and the 4 criterion:

What are you most excited about?

What questions do you have at this time?

Select a recorder who will collect your ideas and email your work to Bill Rasplica at rasplw@uw.edu

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Establishing Readiness

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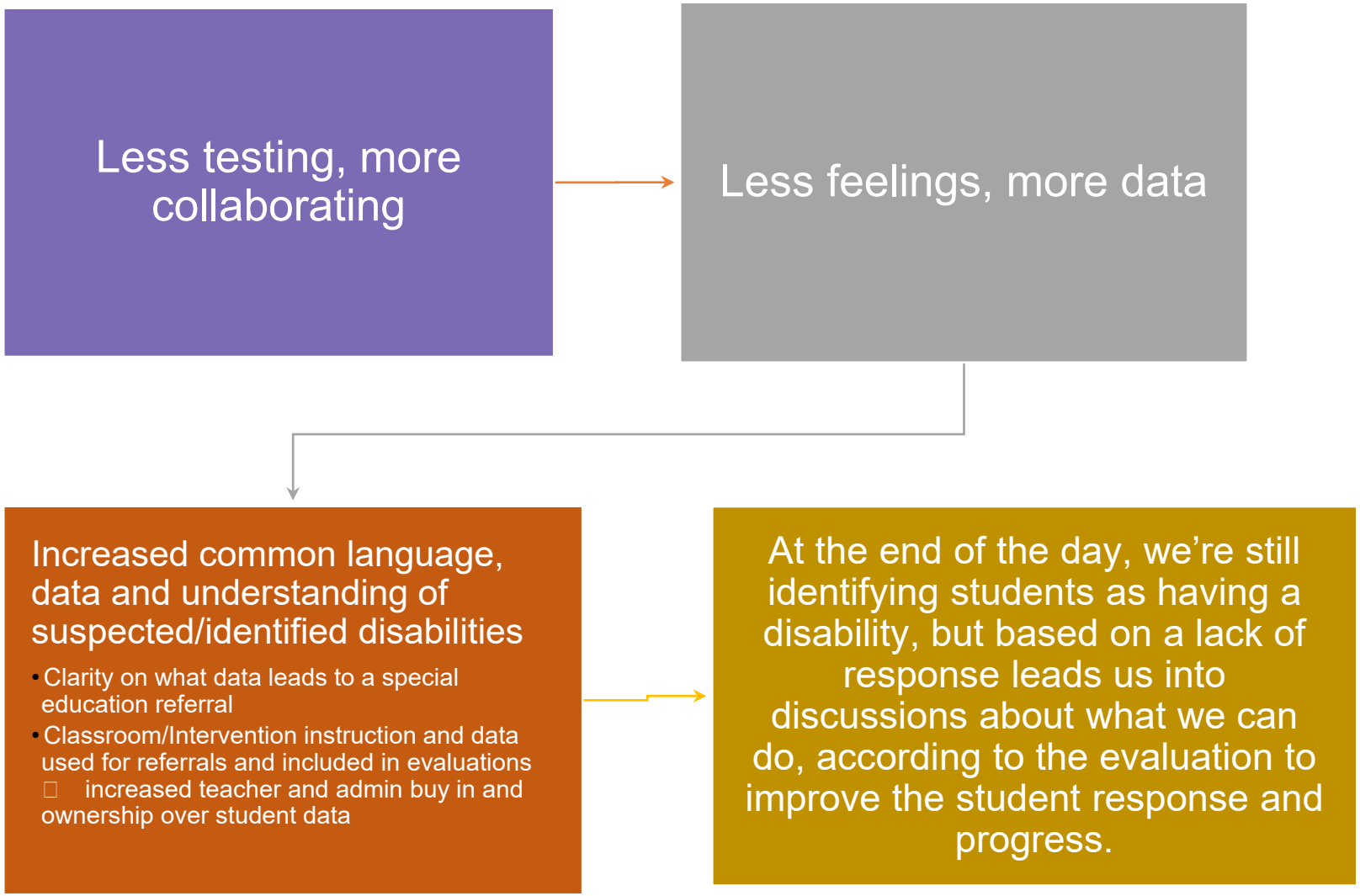
Observed day to day shifts



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Opportunities for the LSEA to influence system change

- **Systems;** MTSS, screening, progress monitoring and data-based decisions making across teams, buildings and districts.
  - Special educators and ESA professionals are uniquely trained in understanding, interpreting and communicating data as well as following standardized assessment directions.
- **Identification** of students in need of additional support and interventions based on data. At times also using data to identify a suspected disability.
- **Problem solving** for individual and groups of students.
- **Interpretation** of data (i.e. types of assessments, appropriate measures matched to interventions, percentiles, norms, growth etc.)
- **Increased participation and relevance** on teams and in buildings, not solely SPED or testing.
- **Guidance** in understanding RTI for SLD

Lessons Learned

- Change takes time (and sometimes much more time than you think it should)
  - These are really big philosophical shifts for many people
  - These may be new practices
- Admin support and teacher buy -in is necessary for implementation
- Don't wait for it to be perfect - Prioritize and pick your battles
  - MTSS doesn't appear overnight and it's always evolving and feels scary to use RTI for SLD as MTSS is getting going.
  - Compromise - triage
  - Common sense - we don't need X number of data points or X failed tier 2 interventions ort X etc. to do what's best for kids

Washington AIMS

Individual Readiness - Knowledge

- Best Practices:
  - Effective Instruction
  - Essential Components of MTSS
  - Evidence-based Interventions
- District Practices:
  - District Priorities
  - District Instructional Materials
  - District Screening/Progress Monitoring Tools

Individual Readiness - Skills

- Response to Intervention
- Data literacy (screening, progress monitoring; using the tool)
- Teaming/Collaboration
- Data-based Individualization/Intensive Intervention
- Rate of Improvement
- Tools and Resource
- Communication and influence with key staff

District Readiness

BE BOUNDLESS

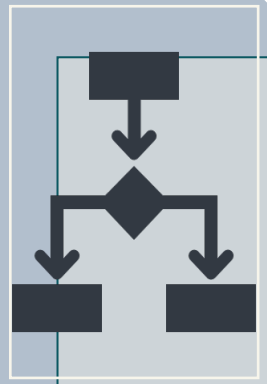
District Steps for Readiness

- Convene a Team
  - District Collaboration – Special Education and Teaching/Learning
- MTSS Rubric & Other Needs Assessments
  - Link findings to sustained professional learning
- Supporting evidence-based interventions and instruction
- Revise District Policy and Procedures - 2161, 2161P & 2163
- Invest in Leader Training
  - OSPI opportunities
  - AIMS

District Leadership Teams

- Administration
- Families
- Community Providers
- Teachers
- Counselors & Psychs

District Leadership Team Tasks



Standardize the Process

Ensure capacity for schools to implement

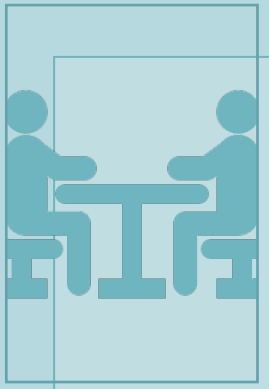
- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Development

- Training
- Coaching
- Evaluation

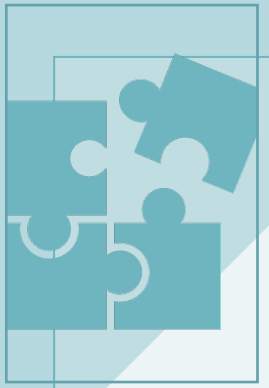
School Leadership Teams

- Administration
- Families
- Students
- Teachers
- Community partners

School Leadership Team Tasks



Oversight and guidance for initial and sustained implementation



Contextualize the implementation

- Team
- Train
- Support
- Feedback

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Supporting Evidence -based Instruction and Interventions

Effective Instruction (Hattie, 2009):

- Synthesized several meta-analyses: Active and guided instruction (e.g. direct instruction) is more effective than approaches that passively facilitate a student's learning (e.g. discovery learning).

Evidence-Based Practices

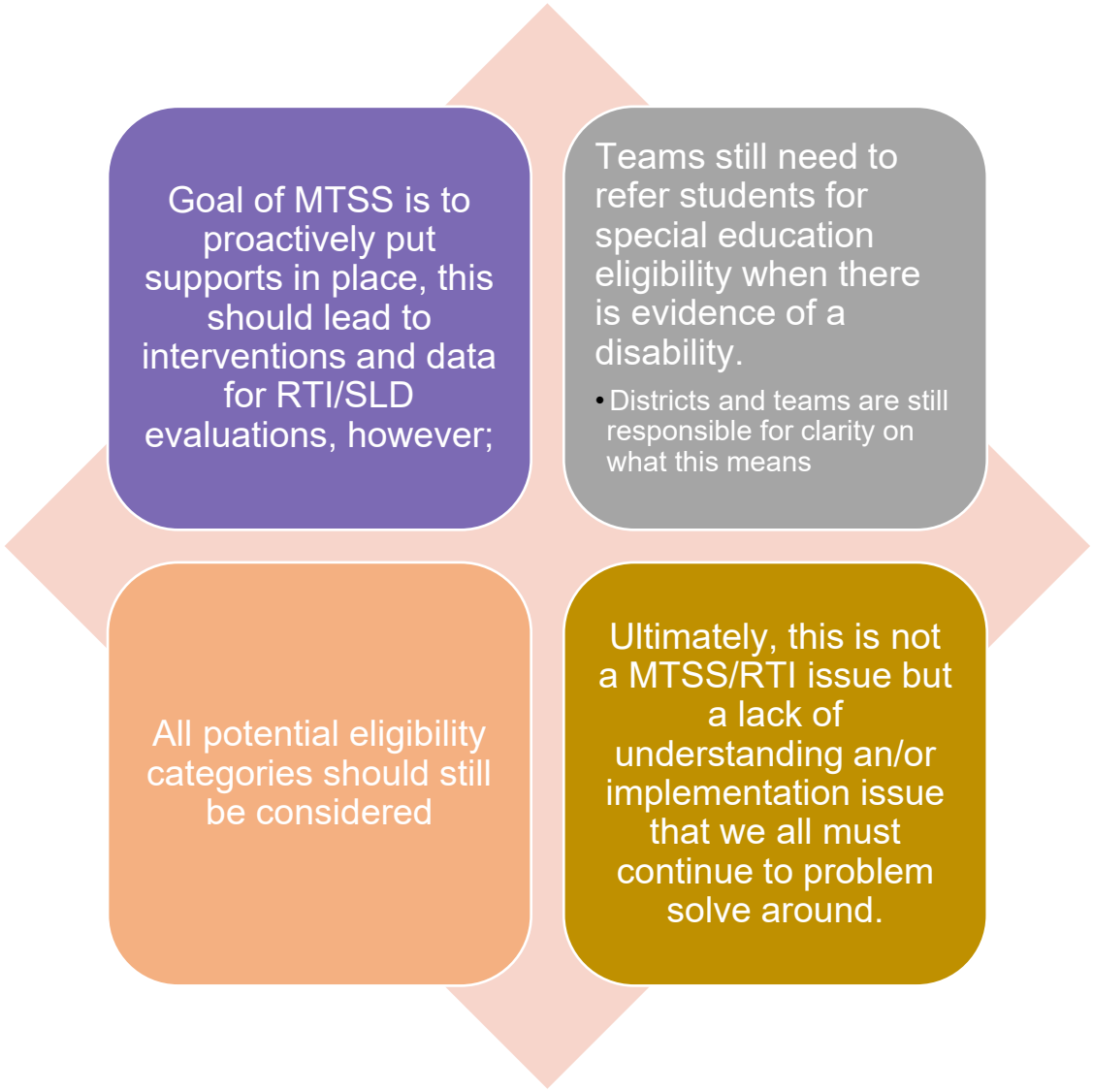
- Evidence-Based Practices: Identifying and Selecting a Practice or Program: *https://iris.peabody.vanderbilt.edu/module/ebp_01/*
- Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity: *https://iris.peabody.vanderbilt.edu/module/ebp_02/#content*
- Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity: *https://iris.peabody.vanderbilt.edu/module/ebp_03/#content*
- Selecting Tier 2 Interventions: https://mtss4success.org/resource/tier-2-identification-procedures

WSSDA Policy 2163 Response To Intervention

1. It is the district's policy to ensure that all students receive high quality, scientific, research- based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The district utilizes the core principles of the Response to Intervention (RTI) process, which combines systematic assessment, decision-making, and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.
2. The district's process identifies students' challenges early and provides appropriate instruction by ensuring that students are successful in the general education classroom. In implementing the RTI process, the district will:
    a. Apply scientific, research-based interventions in the general education setting;
    b. Measure the student's response to intervention; and
    c. Use RTI data to inform instruction.
3. The superintendent or designee will develop procedures to implement student interventions and use teacher observations and classroom, school, or district assessments to identify students who are at risk of academic or behavioral problems and thereby in need of research-based interventions. Interventions will consist of three levels of assistance that increase in intensity. The four necessary RTI components will include:
    a. Universal screening;
    b. A multi-tiered system of support including classroom interventions, small group interventions, and evidence-based intensive interventions;
    c. Progress monitoring; and
    d. Data-based decision making.

Washington AIMS

Child Find Obligations / Wait to Fail Fears



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Outcomes: Referrals & Evaluations

- Increase in “appropriate” referrals supported by data
- Decrease in teacher and parent request for evaluations
- Intentional assessments for instructional planning and goal setting
  - Entering into evaluations we have much more useful data (screening data, intervention history, PM data)
    - Performance Discrepancy
    - Progress Discrepancy
    - Diagnostic as needed

Specific Learning Disabilities: Recommendations for a Model of Evaluation

While many schools in Washington have successful components of MTSS in place, most lack cohesive and integrated systems of support for students. Districts and buildings are encouraged to conduct needs assessments to determine their current strengths and challenges.

Implementing MTSS

> Phase 1: Plan for Success

https://mtss4success.org/implementation

Conduct Needs Assessment −

MTSS Fidelity of Implementation Rubric

Develop Collaborative Vision +

Define Framework and Select Evidence-based Practices +

Develop Implementation and Evaluation Plan +

Washington AIMS

MTSS Fidelity of Implementation Rubric and Summary Sheet

1. Screening
2. Progress Monitoring
3. Data-Based Decision Making
4. Multilevel Instruction
    1. Primary, Secondary, Intensive
5. Infrastructure and Support Mechanisms

Using the MTSS Fidelity of Implementation Rubric

1. Convene a representative team that includes individuals responsible for implementing MTSS
2. Participate in professional learning on MTSS and its essential components.
3. Team members rate each of the component's criteria individually and be prepared to share with the team. This can be done prior to convening or during a facilitated activity with the team.
4. After sharing individual ratings with the team, engage in consensus building to create a team rating for each item.

Team Actions

- Averaging individual scores is not recommended, especially if there are outliers.
- To facilitate a more efficient and effective process, focus consensus building efforts on those items in which the team's individual ratings are more than two numbers apart (i.e., one member rates an item a 1 while another rates it a 3).
- Provide evidence for any ratings of a 4 or 5.
- Consider ratings of 2 and 4 when the team believes their implementation falls between two of the described implementation levels.
- Summarize the findings and prioritize areas of concern and future focus.

Additional Rubrics

- *MiMTSS Reading Tiered Fidelity Inventory* - Elementary and Secondary versions available, scored by school leadership team; Version 2.1 lists the core features of MTSS for Tier 1 and the Advanced Tiers. Each can be assessed separately.

- MiMTSS *MTSS Practice Profile* - Example state rubric for districts to understand expectations for implementation of essential components of MTSS.

Resources - Books/Papers

Gibbons, K., Brown, S., & Niebling, B.C. (2019). *Effective universal instruction: An action-oriented approach to improving tier 1*. New York: Guilford Press. 978-1-4625-3683-2

Kovaleski, J.F., VanDerHeyden, A.M., Zirkel, T.J., & Shapiro, E.S. (2023). *The RTI approach to evaluating learning disabilities, second edition*. Guilford Press.

Lembke, E.(2023). *Selecting a Universal Screening and Progress Monitoring Tool to Use in a MTSS Framework for On-Going Instructional Decision-Making and Special Education Eligibility Purposes: A White Paper to Inform Decision Making.*

McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford Press.

Resources - Websites

- Center on MTSS: https://mtss4success.org/
  - Implementation in Secondary Settings: https://mtss4success.org/implementation
  - Identifying Interventions: https://mtss4success.org/resource/tier-2-identification-procedures
- RTI Network: http://rtinetwork.org/
- National Center for Intensive Intervention: https://intensiveintervention.org
- OSPI MTSS Resources: https://ospi.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss/mtss-components-and-resources
- Rate of Improvement Resources:
  - IRIS RTI Professional Development: Page 6: Evaluating Student Performance
  - Oregon RTI
  - Pennsylvania Technical Assistance Network
  - Rate of Improvement.org: http://rateofimprovement.com/roi/

Leadership Resources

Horner, R., Flannery, B., Nese, R., Chaparro, E., Conley, K., & Todd, A. (2021). *Tiered Decision Guidelines for Social, Behavioral, and Academic Behavior: Guidance for Establishing Data-Based Teams Across the Tiers* (2021). Center on PBIS, University of Oregon. www.pbis.org

Metz, A. & Louison, L. (2019) *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

National Center for Systemic Improvement. *Navigating Evidence-Based Practice Resource Websites Online Module*

Office of Superintendent of Public Instruction:

MTSS - opportunities to join Communities of Practice (CoP)

MTSS Components and Resources

Spiro, J. (2018). *Leading change handbook: Concepts and tools*. Wallace Foundation.