



# *Building and Measuring District Capacity to Implement MTSS at all Three Tiers*

Steve Goodman, MiBLSi, Michigan

Rob Horner, University of Oregon

How to get help with audio issues: email Antony at [araj@uoregon.edu](mailto:araj@uoregon.edu)

How to participate in Polls and Comments: ***“Use the Box on the Right”***

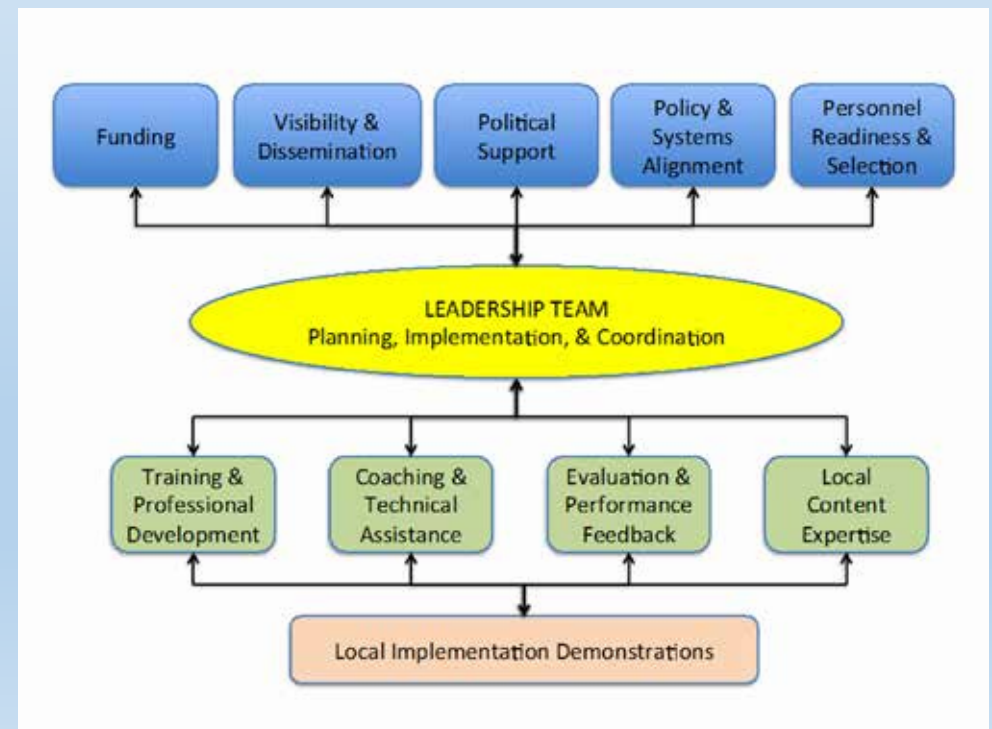
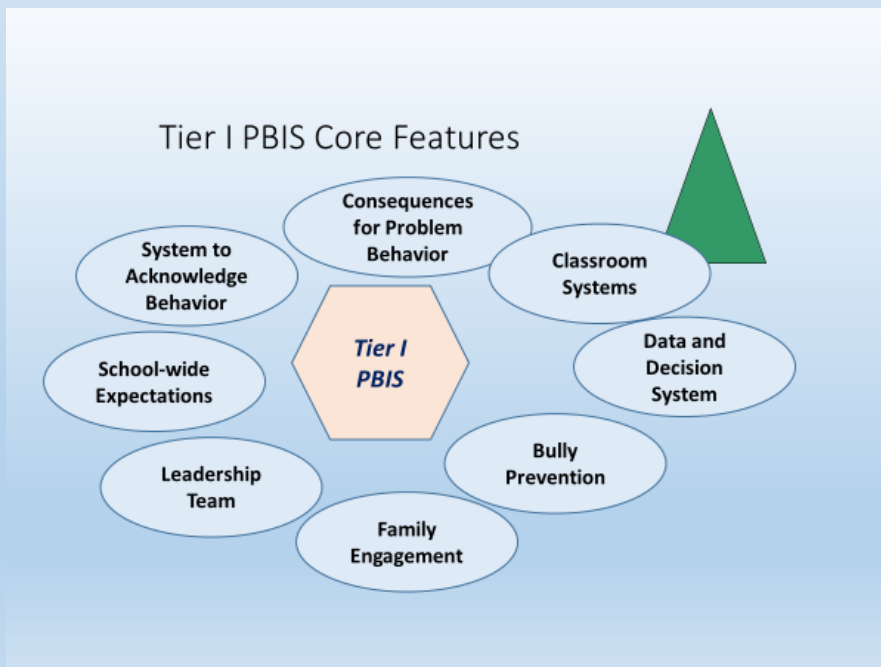
# Goals

- Define District Capacity
- Define when, why and how to build District Capacity
  - For LEAs and for SEAs
- Propose a measure of District Capacity
- Provide examples



# Define: *District Capacity*

- *District capacity* is defined as the systems, activities, and resources necessary to adopt, implement, and sustain a practice (Ward, et al. 2015)





Article

## Technical Adequacy of the SWPBIS Tiered Fidelity Inventory

Kent McIntosh, PhD<sup>1</sup>, Michelle M. Massar, MEd<sup>1</sup>,  
Robert F. Algozzine, PhD<sup>2</sup>, Heather Peshak George, PhD<sup>3</sup>,  
Robert H. Horner, PhD<sup>1</sup>, Timothy J. Lewis, PhD<sup>4</sup>,  
and Jessica Swain-Bradway, PhD<sup>5</sup>

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SAGE

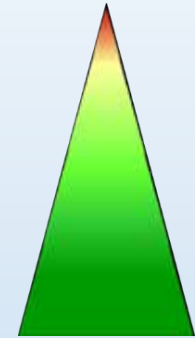
Content Validity (Tier 1 .95; Tier II .93; Tier III .91)

Usability (12 of 14  $\geq$  80%) (15 min per Tier)

Inter-rater Agreement (.95; .96; .89)

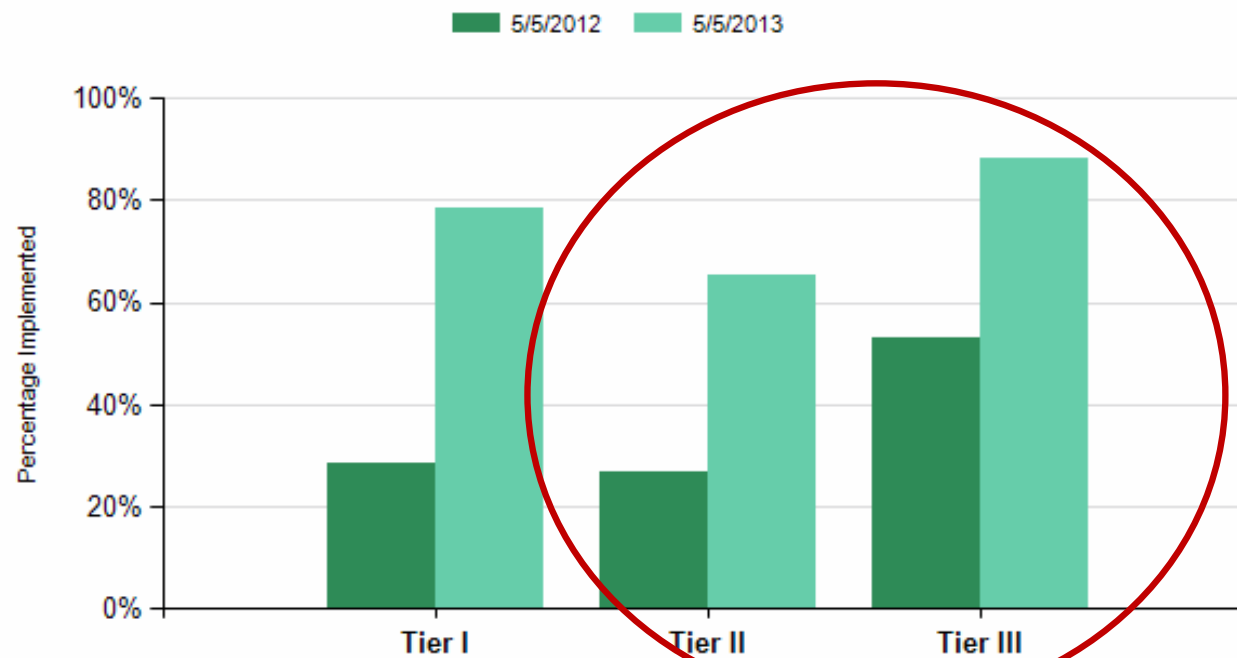
Test-retest reliability (.98; .99; .99)

Factor Analysis

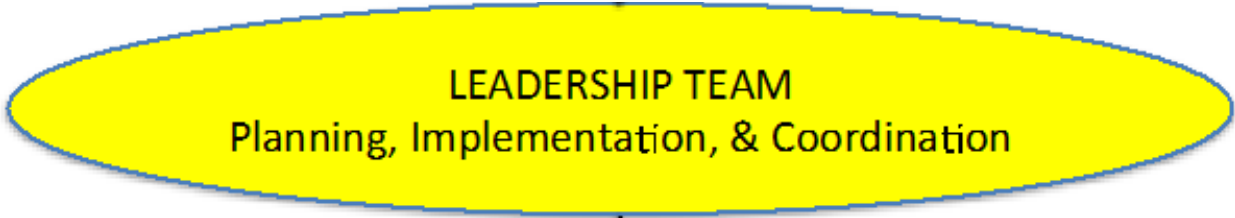


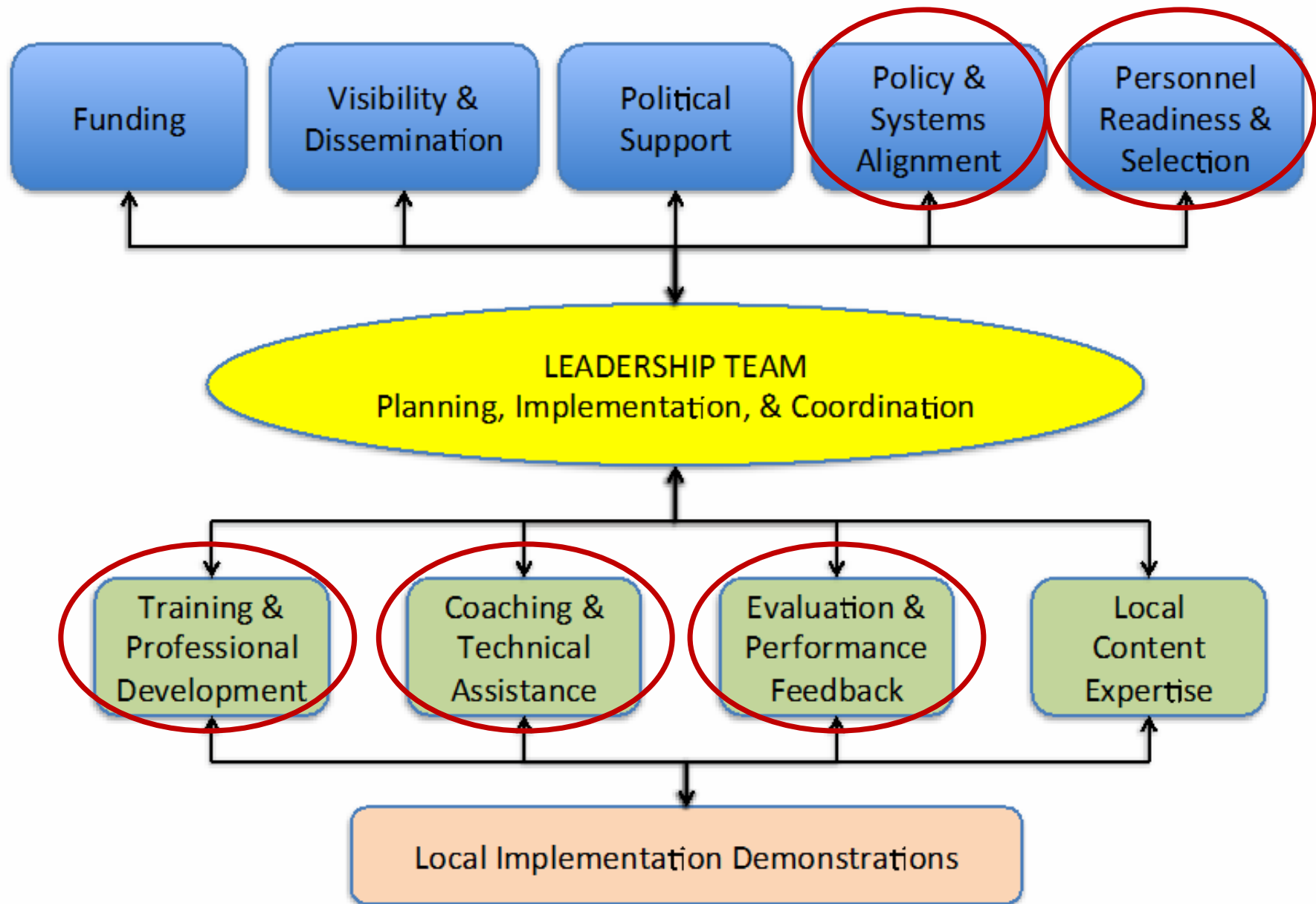
# Sub-scale report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory  
Demonstration School Challenged  
5/5/2012 - 5/5/2013



# Poll #1







# Personnel Selection, Orientation, Evaluation



## **Annual Evaluation**

***Annual evaluations include assessment of the extent to which a faculty/staff member has delivered multi-tiered academic, behavioral and emotional supports.***



## **Teacher Evaluation**

### **Recruitment and Hire**

***Interviews are given to applicants with evidence and expertise in multi-tiered systems of support."***

				approved curricular objectives.
B. Learning Climate				
				1. Creates a classroom climate that is warm development of positive self concept for all
				2. Establishes a classroom climate that

## **Start of Year Orientation**

***Orientation establishes (a) importance of school-wide social culture, (b) commitment to equity and MTSS, (c) personal role of each person in the school community***

# Professional Development



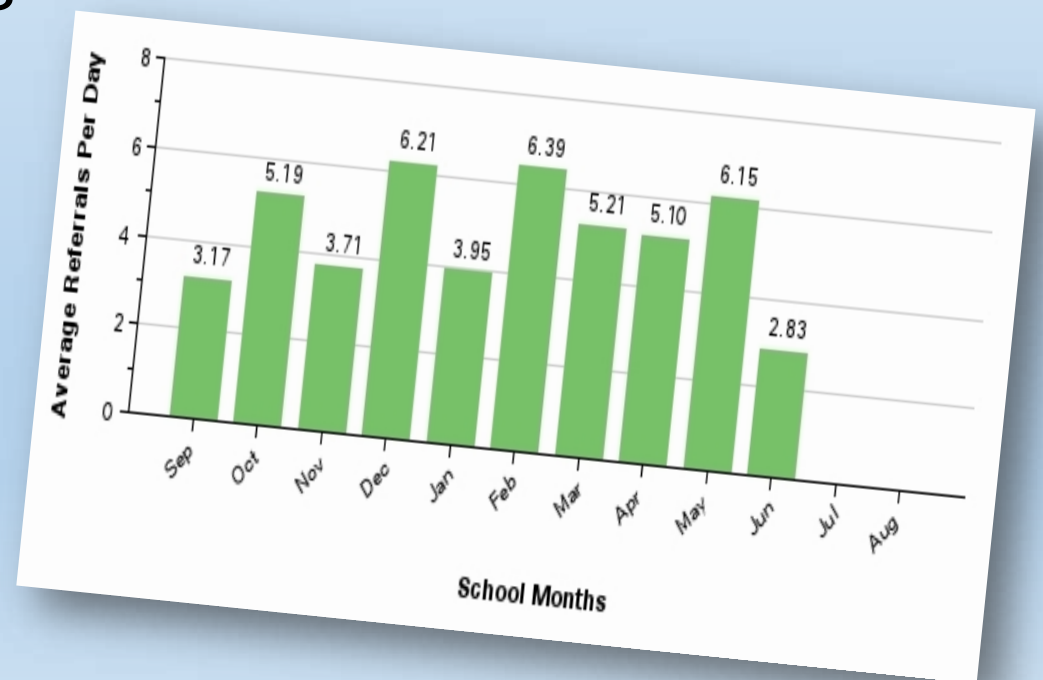
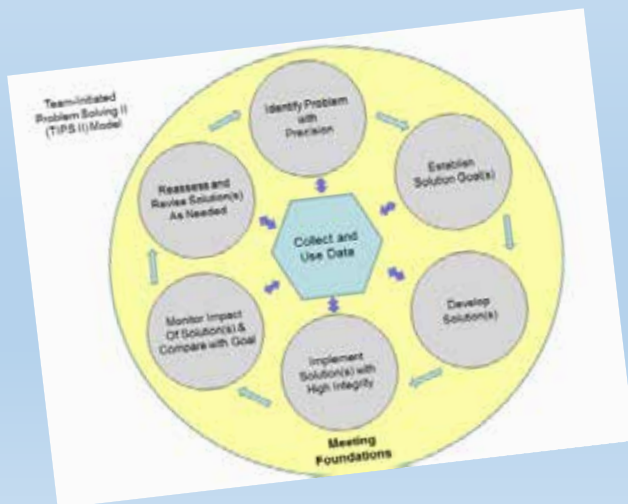
- **Training and Professional Development**

- District trainers regularly provide training in core academic
- District coaches support use of new skills in typical school contexts



# Data Systems

- Providing the right data in the right form at the right time
- Providing the training in how to use data for problem solving.





## District Capacity Assessment

Version 6.2- August 2015

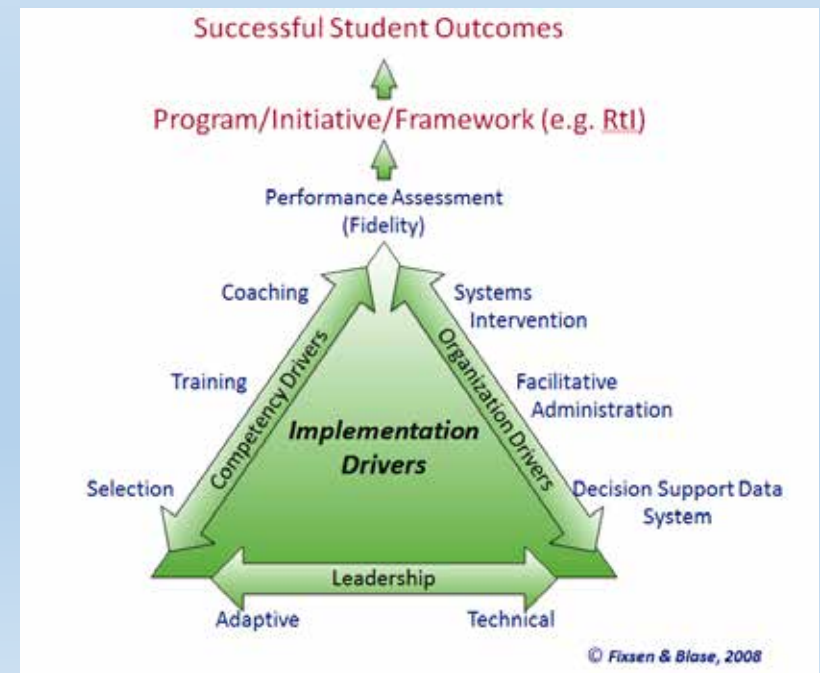
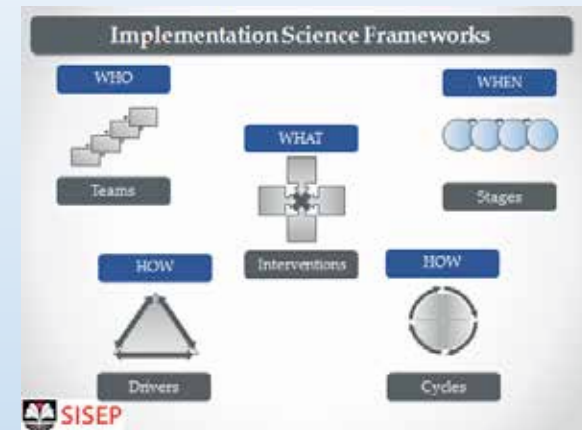
Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill




# District Capacity Assessment

- **Content**

- 10 subscales- 40 Items
  - Commitment and Leadership
  - Systems Alignment
  - Action Planning
  - Performance Feedback
  - Selection
  - Training
  - Coaching
  - Decision-support System
  - Facilitative Administration
  - Systems Intervention



# Scoring Form on SISEP.org

 State Implementation & Scaling-up of Evidence-based Practices

DashboardSurveysOrganizationsUsersReports

Dashboard / Surveys / District Capacity Assessment for Scaling Up of Evidence-based Practices

Note: Your progress is saved automatically as you take the survey. If you close the window and come back to it, your answers will be saved for 7 days. Your answers will not show up in reports until the entire survey has been submitted.

+ Documents

Assessment of District Capacity for Scaling Up of Evidence-Based Practices

English

Item

Data Source

Scoring Rubric

Data Entry

1. There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)

- List of team members, roles, and job titles

2. DIT includes someone with executive leadership authority

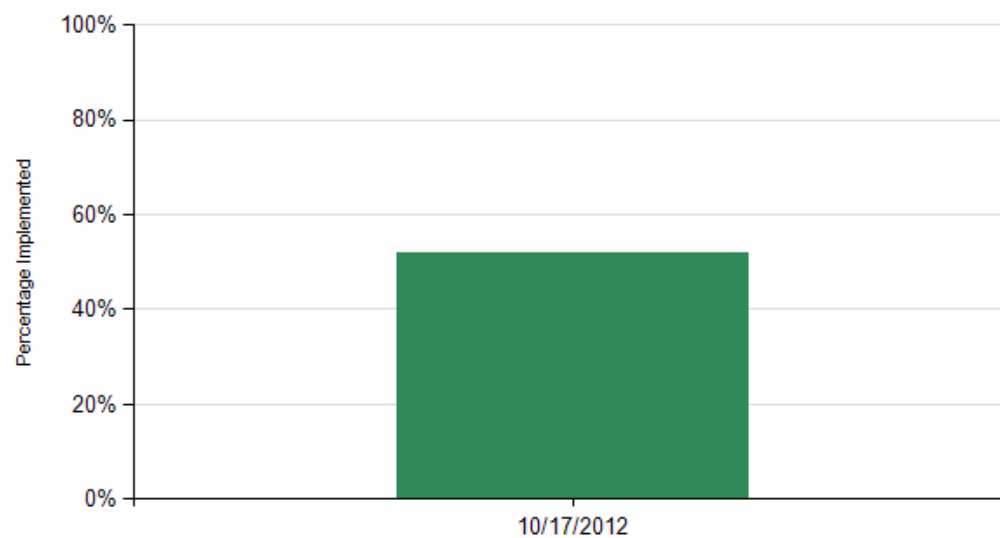
- Executive leader job description
- List of team members, roles, and job titles
- Linking communication protocol

Team Vote

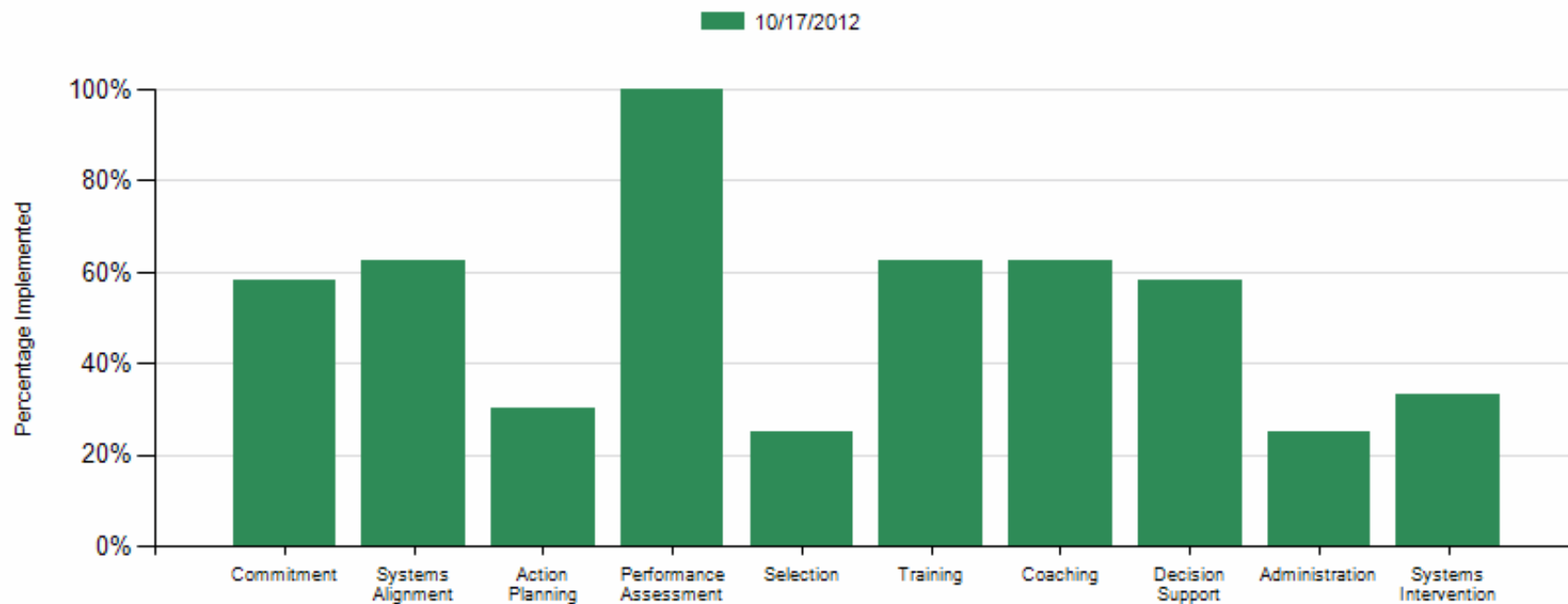
Majority score is what is recorded  
"Are we ready" ... "your score"

Consensus means that voters in the  
minority can live with and support  
the majority decision on an item.

**District Capacity Assessment for Scaling up of Evidence-based Practices**  
**1 School District**  
**10/17/2012**



**District Capacity Assessment for Scaling up of Evidence-based Practices**  
**1 School District**  
**10/17/2012**



Subscale and Items	Action	Who	When	Next Update
1. Leadership				
2. Action Planning				
3. Performance Feedback				
4. Selection				
5. Training				
6. Coaching				
7. Decision Support System				
8. Facilitative Administration				
9. Systems Intervention				

## Action Planning

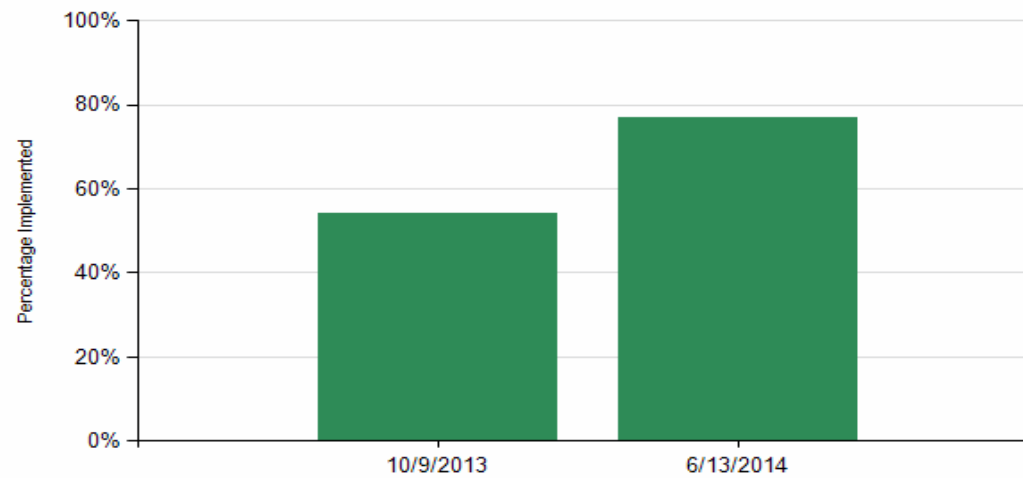
**Step 1:** For any item listed below a “2” consider actions that may be completed within the next 3 months.

**Step 2:** Define the action, "who" is responsible, when it will be accomplished, and the team/meeting when updates on the action will be reviewed.

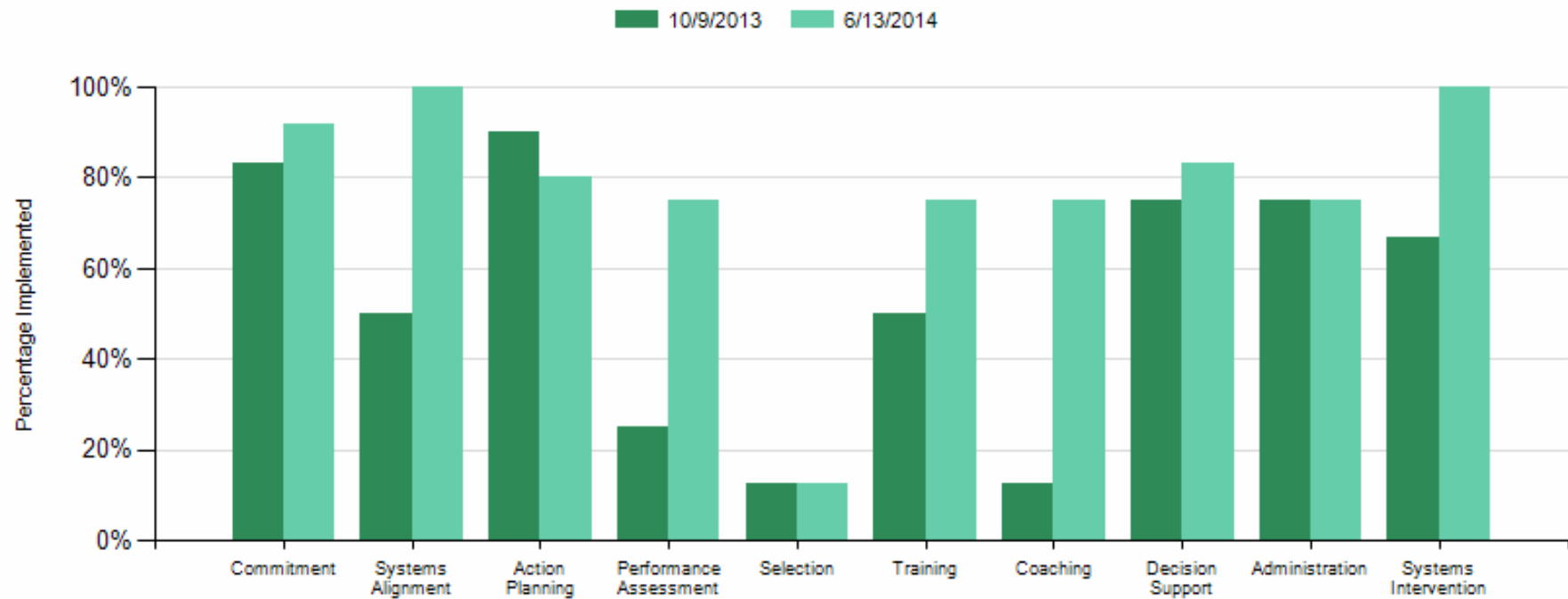
**Step 3:** Team should prioritize the areas or items that are most critical to improve– critical defined as most likely to improve fidelity, sustainability and student outcomes.



**District Capacity Assessment for Scaling up of Evidence-based Practices**  
 School District  
 10/9/2013 - 6/13/2014



**District Capacity Assessment for Scaling up of Evidence-based Practices**  
 School District  
 10/9/2013 - 6/13/2014



# Poll #2



**Springfield**  
Public Schools

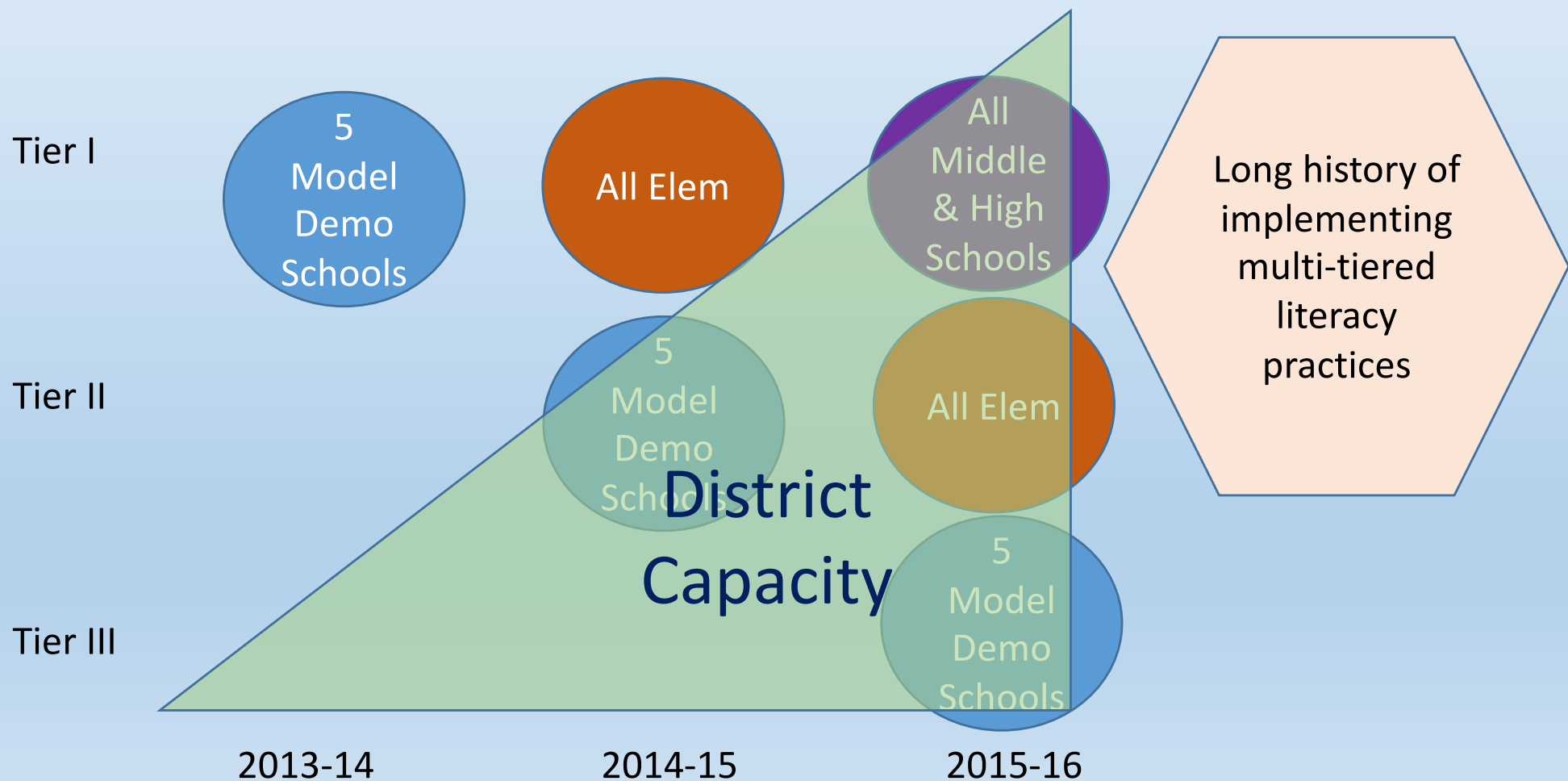
# *Implementing PBIS in Springfield School District*

Nicole Nakayama, Brian Megert  
Springfield School District #19, Oregon

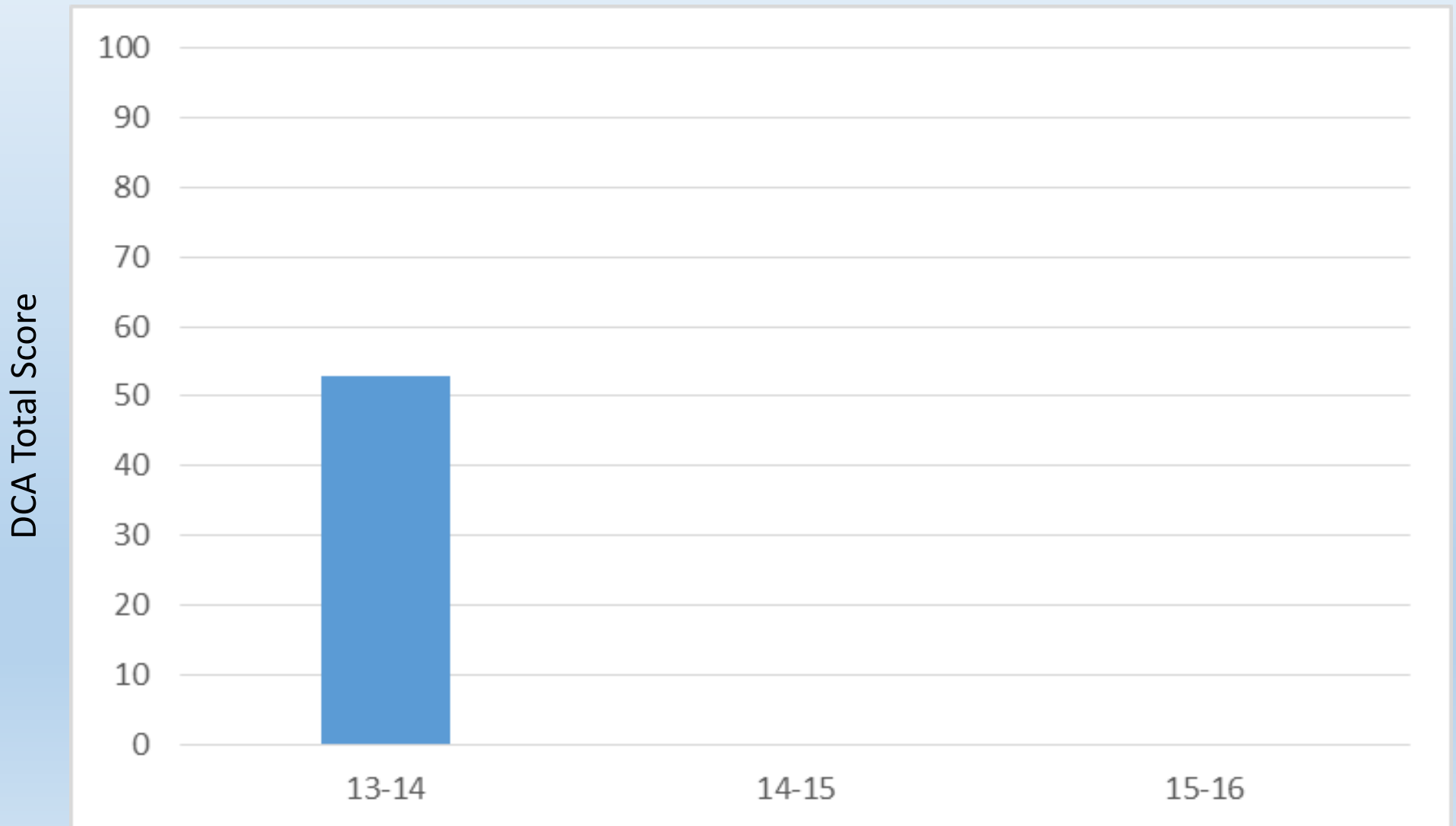
# PBIS Implementation in Springfield School District, Oregon



- 22 schools and 11,000 students



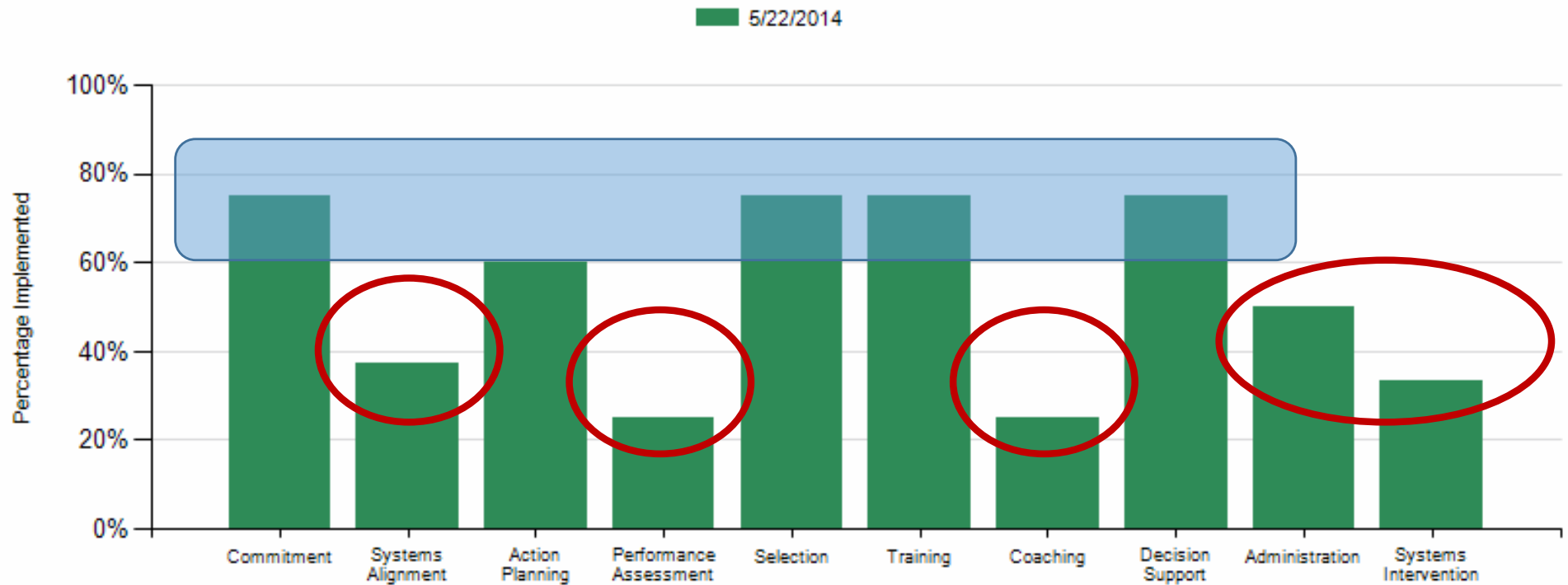
# DCA Total Score- Springfield PS 2013-14 (PBIS)



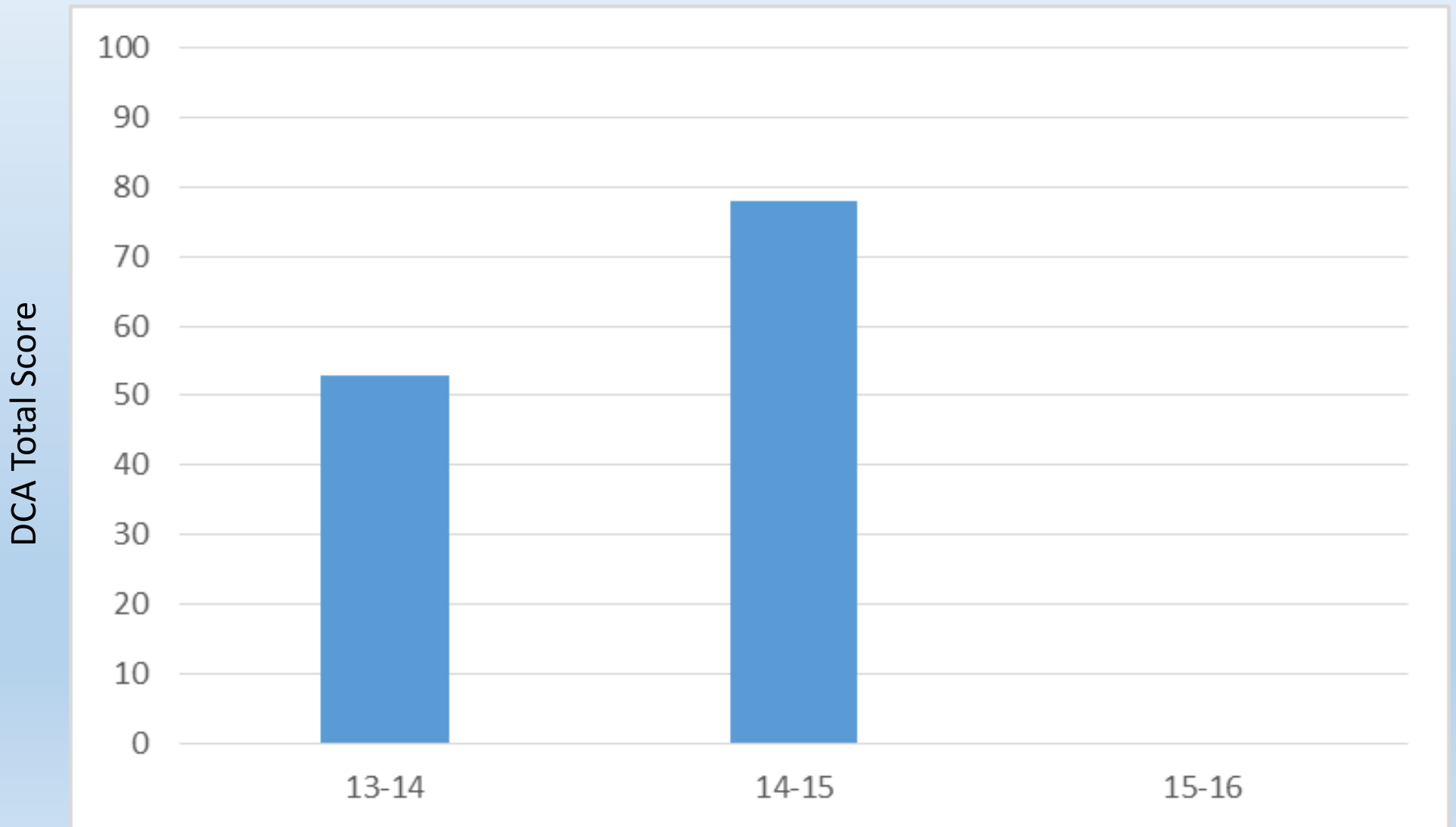
# DCA sub-scale scores

2014

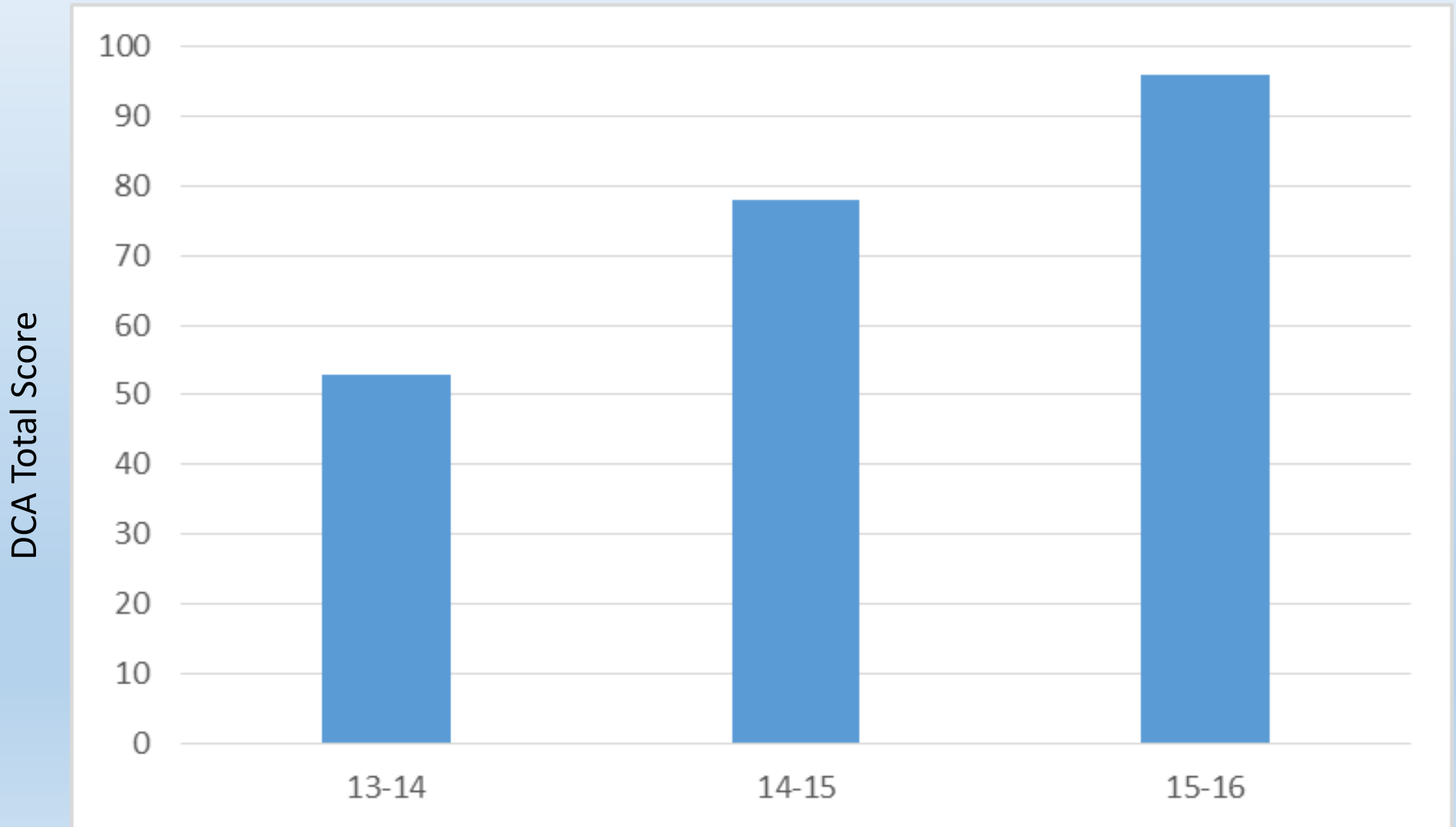
District Capacity Assessment for Scaling up of Evidence-based Practices  
Springfield School District #19J  
5/22/2014



# DCA Total Scores- Springfield PS 2013-14, and 2014-15 (PBIS)

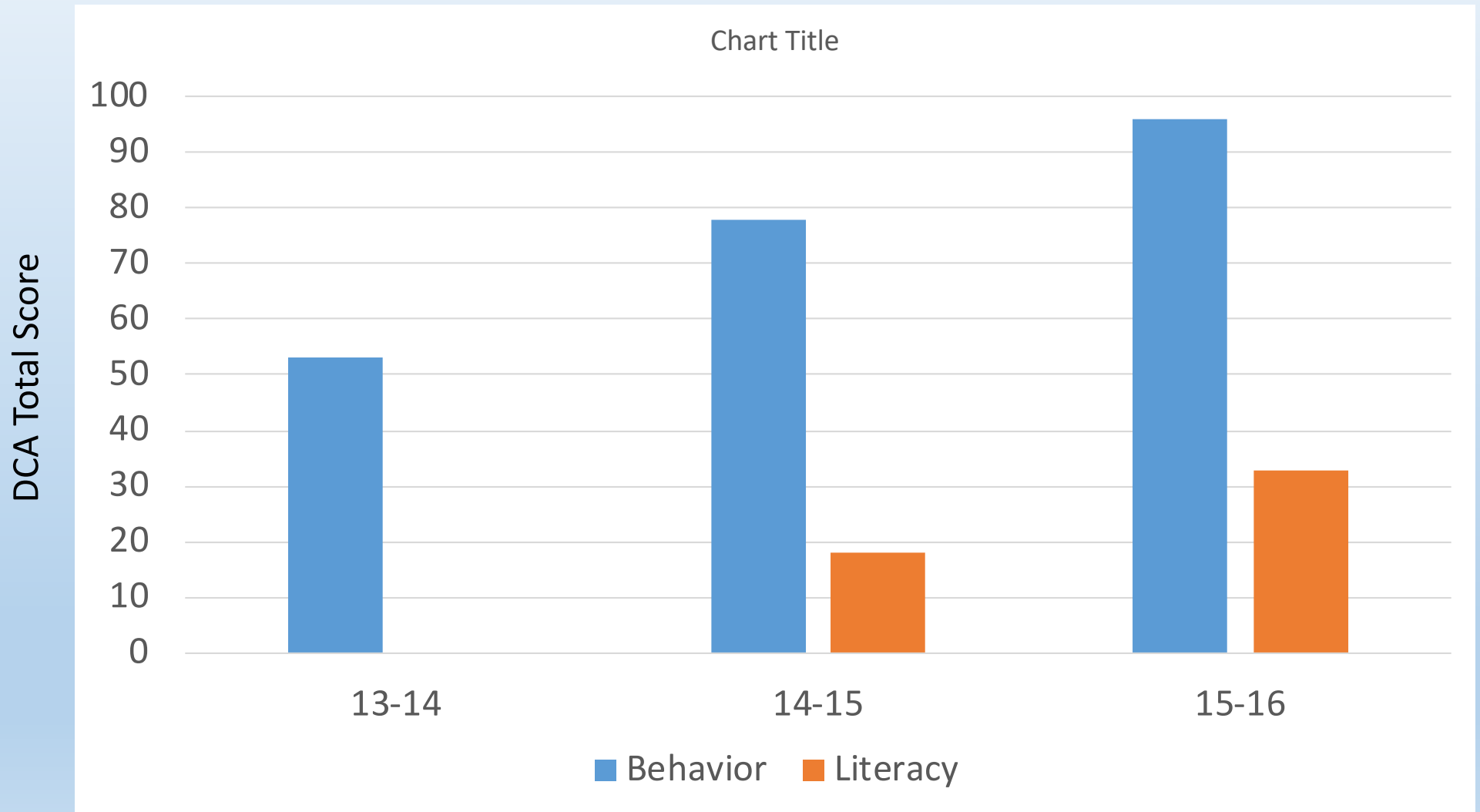


# DCA Total Score- Springfield PS 2013-14; 2014-15; 2015-16 (PBIS)





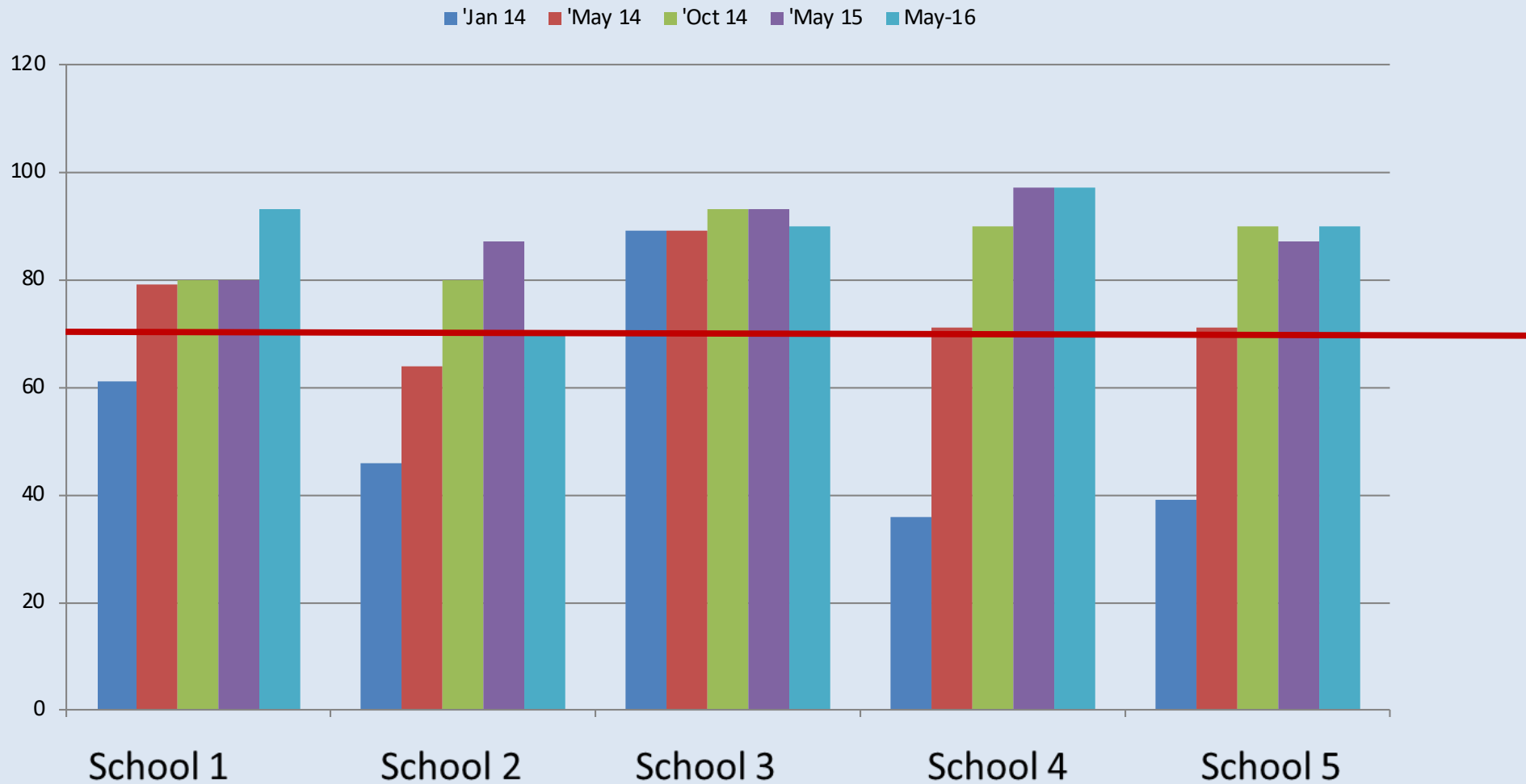
# Building District Capacity



# Tier I

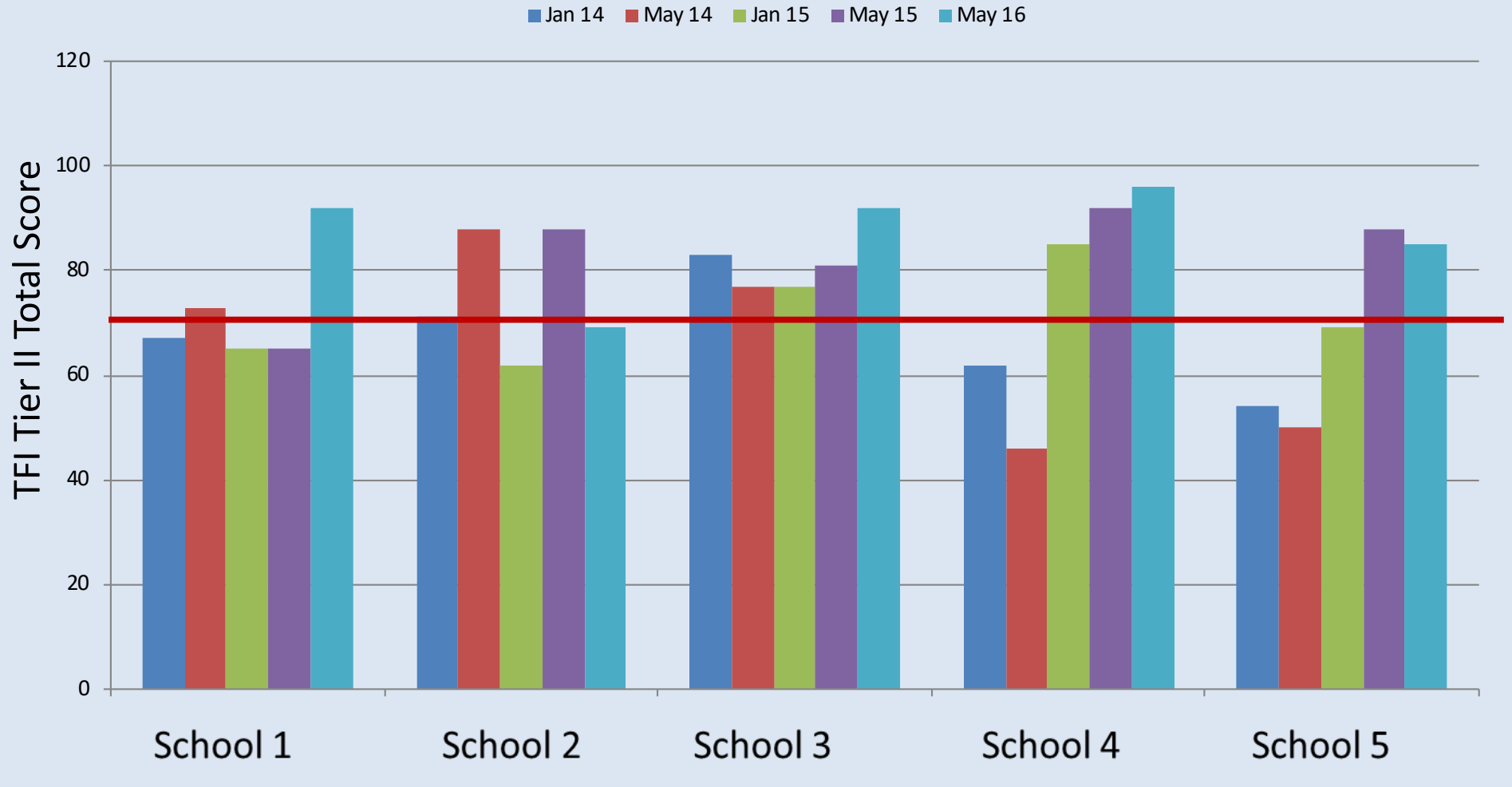
## PBIS Implementation: Model Demonstrations

2013-14, 2014-15, 2015-16



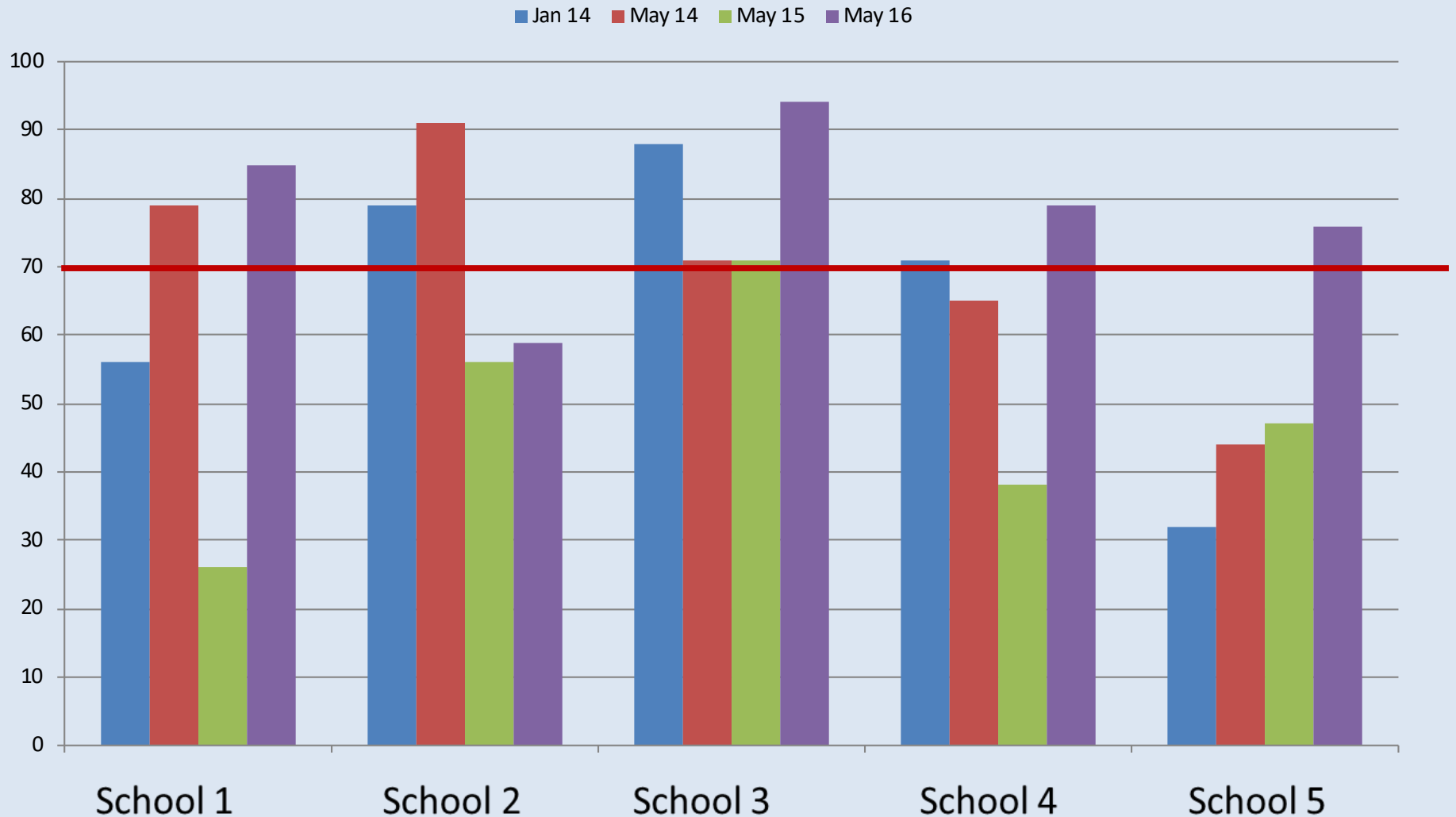
# Tier II

## PBIS Implementation: Model Demonstration

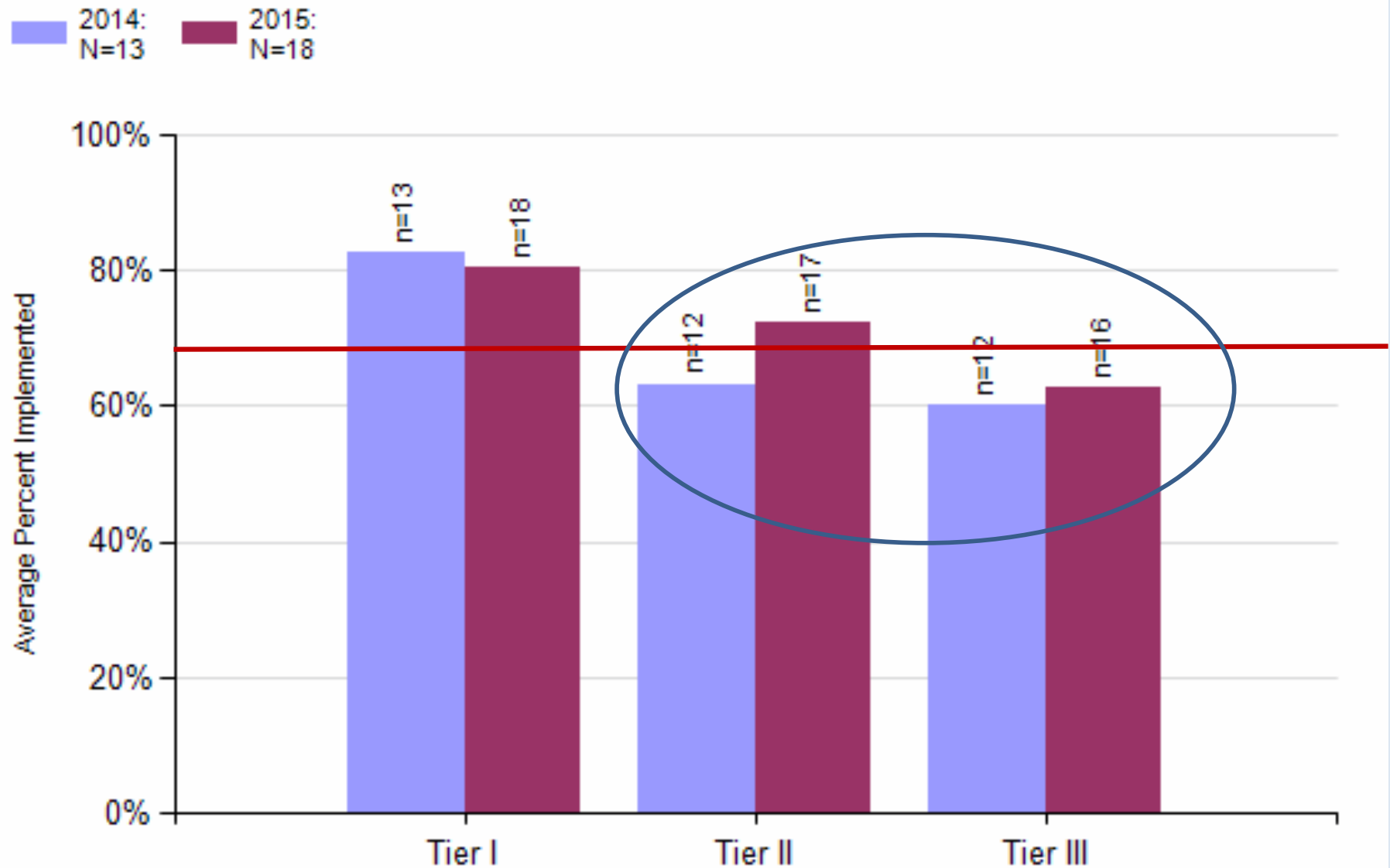


# Tier III

## PBIS Implementation Model Demonstrations

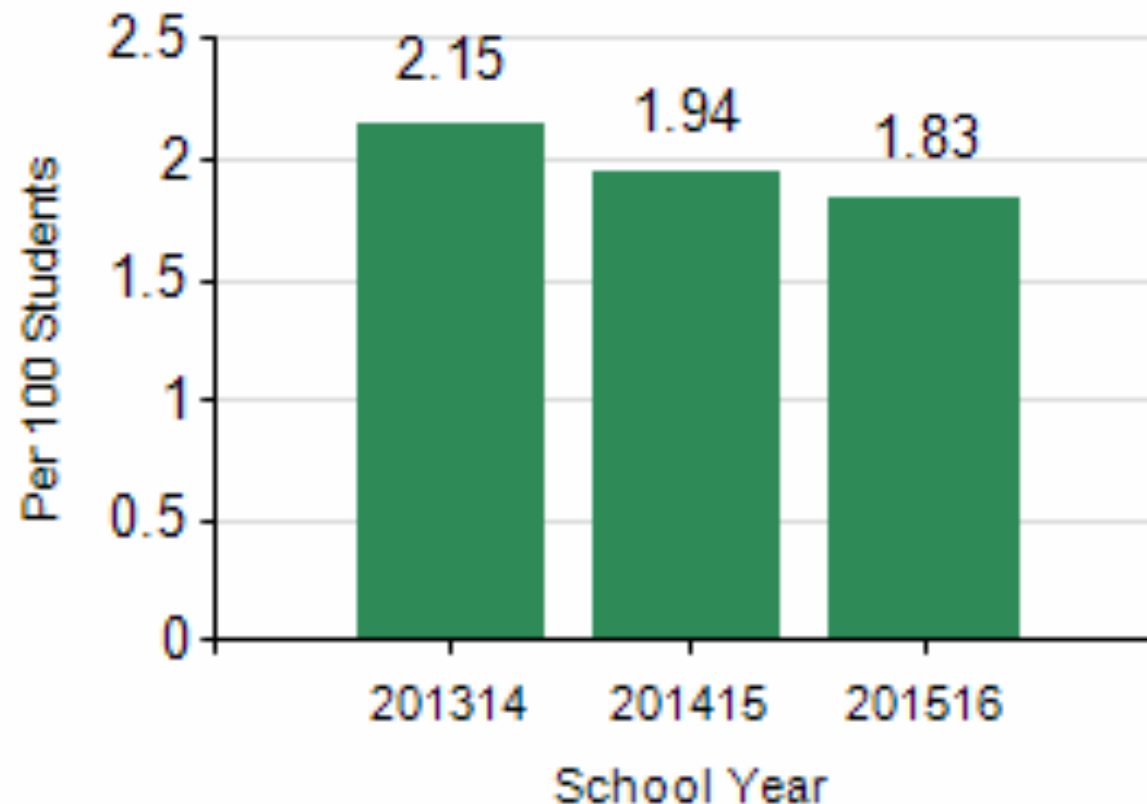


# Scaling Up PBIS within SPS 2014-15 and 2015-16



# Suspensions per 100 students All Elementary Schools

**Average OSS Students Per 100  
Students, Springfield School District  
#19J, Elementary Schools, 2012 - 2015**



# Building District Capacity



- ***District Leadership Team***

- Authority, Membership, Meeting Schedule/format

- ***District Data System***

- What to collect, when, by whom, how used

- ***Skill Development***

- Use demonstration schools to build district technical capacity
- District Trainers (PBIS [Tier I, Tier II, Tier III])
- Coaching capacity
  - School psychologists, counselors, social workers



# MIBLSI

Michigan's Integrated Behavior  
and Learning Support Initiative

## District Capacity Assessment: Examples from State and Local Levels

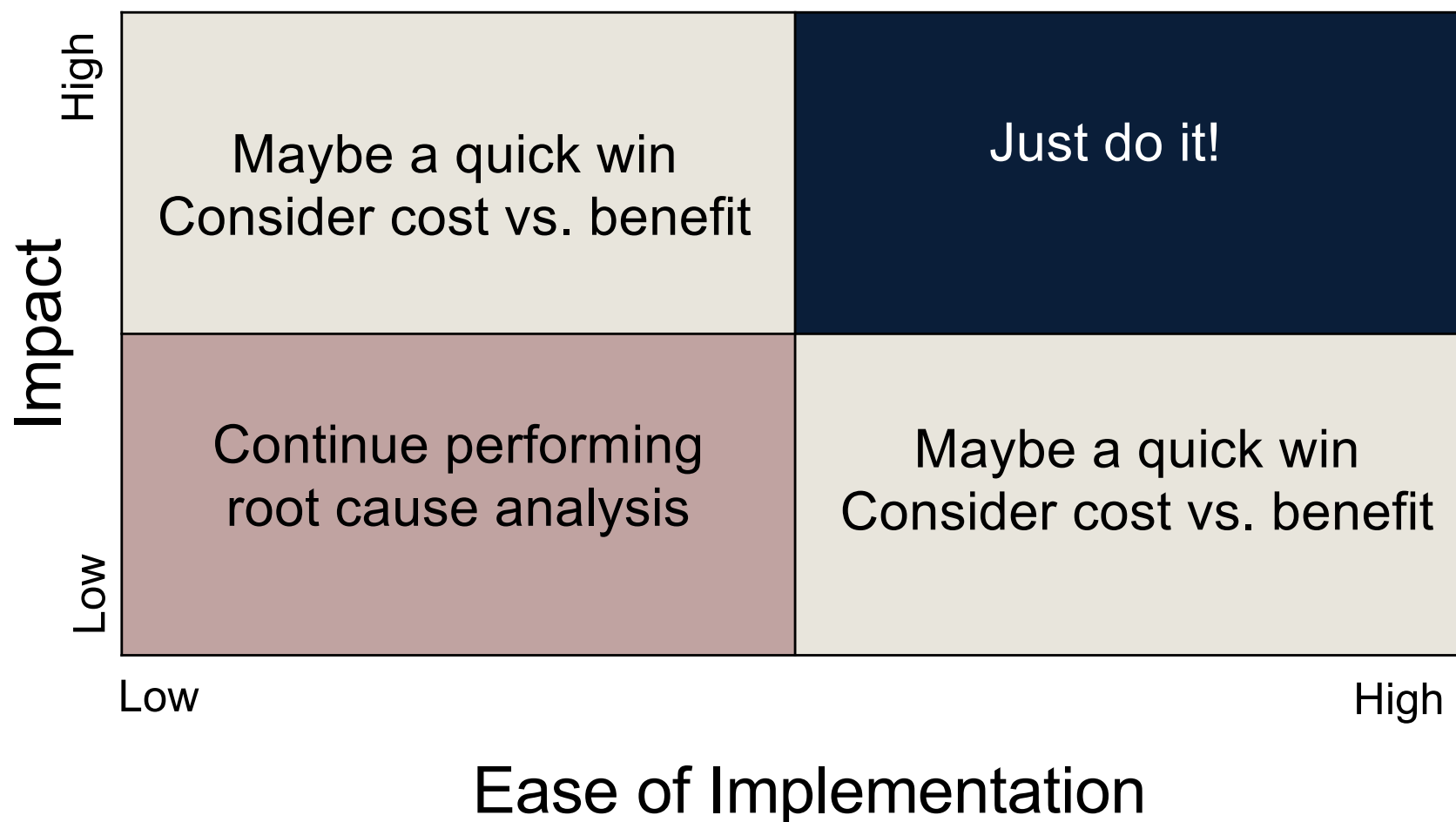
Steve Goodman  
MiBLSi



[miblsi.org](http://miblsi.org)



# Using Data for Action Planning



# Prioritizing suggestions for linking DCA to action plans

- Focus on high impact items
- Focus on items that are prerequisite for other items
- Focus on items that “almost there” to keep momentum moving forward- “low hanging fruit”
- Focus on items that are already connected with others initiatives- “in the works”

# Focus on high impact items

DCA Item #	DCA Item
1	There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)
2	DIT includes an individual with executive leadership authority
7	Funds are available to support the implementation of the EI
8	DIT has an implementation plan for the EI
15	DIT has a process for using data for decision making

# Focus on items that are prerequisite for other items

1. There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)

*is a prerequisite for*

4. DIT uses an effective team meeting process

8. DIT has an implementation plan for the EI

*is a prerequisite for*

9. DIT continuously improves the use of the Implementation plans

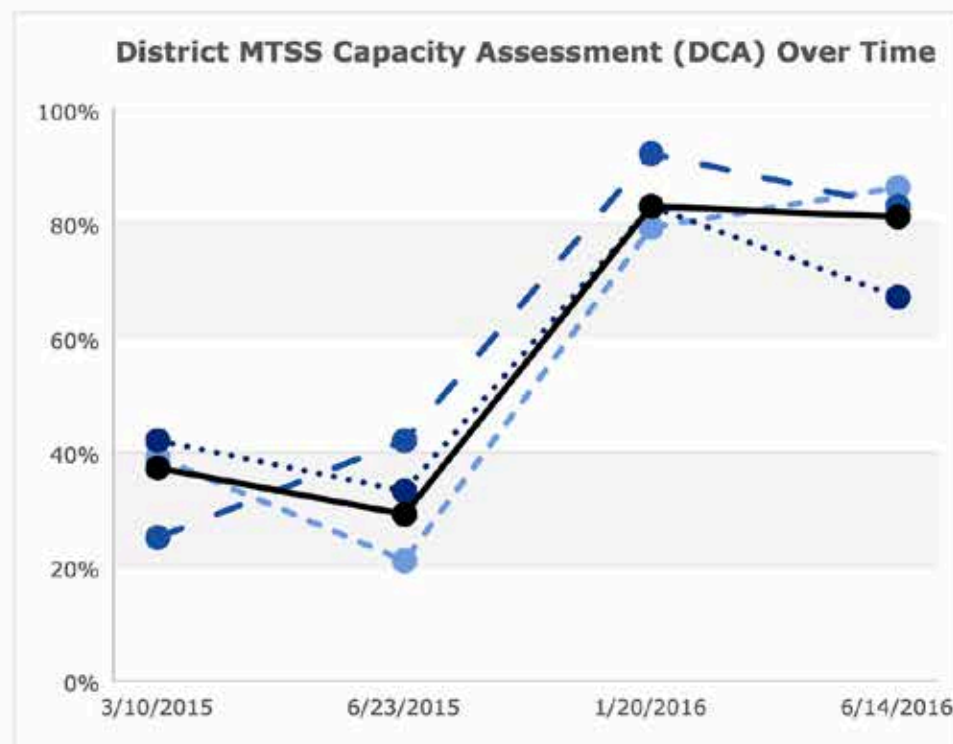
# District level use of DCA data

# Port Huron Area School District

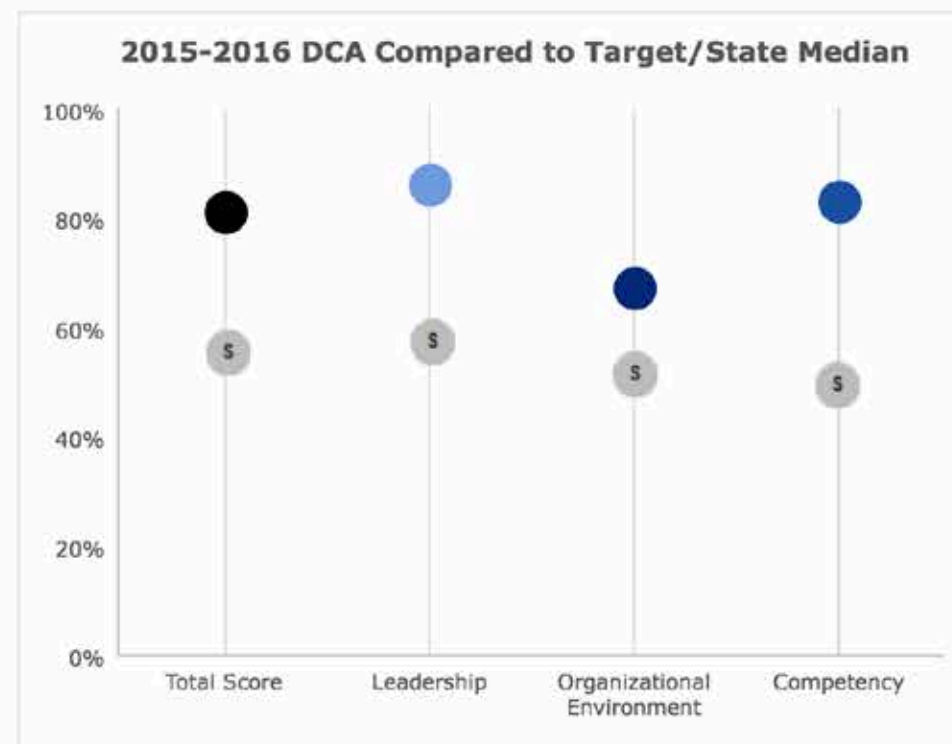
## Port Huron Area School District Dashboard

Reach Reading/Engagement Behavior Outcomes Reading Fidelity Behavior Fidelity Capacity Context

School Details



—●— Total Score  
- - - ● - - - Organization  
- - - ● - - - Leadership  
- . . ● - . . Competency



View: ○ Target ● State Median

Completed by Executive Director of Instruction, Executive Director of Student and Staff Services, Director of Federal and State Programs and Grants, Director of Instruction, Director of Student Services and Behavior Supports, Supervisor for Behavior Supports

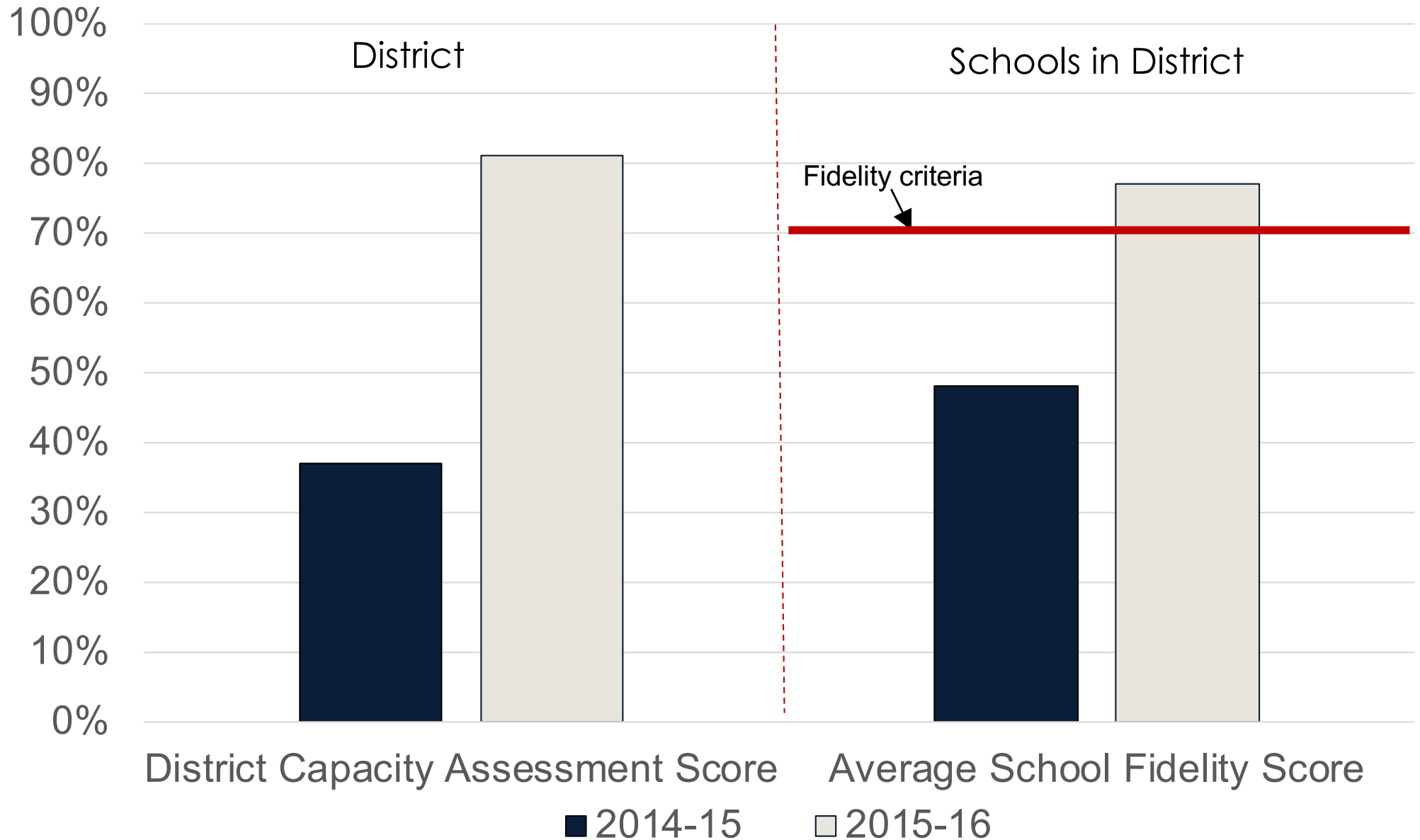
# Port Huron Area School District Implementation/Leadership Team Meeting Agenda

Committee Name: <b>District Implementation Team</b>	Date: <b>10.21.16</b>	Time: <b>1:00-3:00</b>
Location: <b>Admin Building, Room 124</b>	Purpose of meeting: <b>Next steps for School Climate</b>	Team Members: <b>TJ, DM, JS, DJ, JT</b>
Moderator/facilitator: <b>DM</b>	Data Keeper: <b>JT</b>	Scribe/recorder (minutes): <b>TJ</b>
Norms monitor: <b>DM</b>	Time Keeper: <b>DJ</b>	Action items: <b>TJ</b>

## Agenda Items

What	Outcome	NOTES
Review <a href="#">9.16.16</a> agenda and this agenda <b>DM</b>	Any changes needed?	OK
DCA Data from Spring 2016  Action plan: Define each of these items & when we will address them  <b>DM</b>	<u>Scored less than 2 (next administration Feb 2017):</u> #5 written procedures for selecting innovations (need, fit, resources, etc.) #10 communication plan (April 2017) #11 process for addressing internal barriers #15 process for using data for decision making #17 all school leadership teams developed and functioning #19 support buildings to use data for decision making #23 use training effectiveness data #25 using coaching effectiveness data #26 staff performance feedback is ongoing	#10 completed  Next meeting, write action plan to address the remaining items.

## Port Huron Area School District: District Capacity and PBIS School Tier 1 Fidelity





## Swartz Creek Community Schools 2015-2016 DCA Compared to Target/State Median



Completed by the Superintendent, Asst. Superintendent of Curriculum and Instruction, Middle School Principal, High School Principal, Elementary Principal, Director of Student Services (Special Ed.) and MTSS Coordinator

# Swartz Creek Community Schools Action Plan

**GOAL 2:** Develop capacity for establishing a district implementation infrastructure to assist schools in using the components of an integrated behavior and reading MTSS model



**OBJECTIVE: 70% on DCA by February 2017**

Assessment	Date Measured:	Goal Status:
District Capacity Assessment (DCA)	Spring 2016	Complete
	December 16, 2016	Not Started
	August/Sept. 2017	Not Started

Activity:	Who:	When:	Status:
1. Attend District Implementation Team Installation Trainings	DIT members	9/16-12/16	In Progress
2. DIT attends monthly 'back at the ranch' meetings with prepared agenda, meeting mechanics in place.	DIT members	2016-17 school year - dates pre-scheduled	In Progress
3. Develop an MTSS Implementation Plan	DIT members	By Dec. 2016	In Progress
4. Develop a linking communication	DIT	Nov. 2016	In Progress

# Swartz Creek Community Schools: DCA Planning Example

## DCA Scoring

Competency	8% 1/12
20. District uses a process for selecting staff (internal and/or external) who will implement and support the EI	0
21. Staff members selected to implement or support the EI have a plan to continuously strengthen skills	0
22. DIT secures training on the EI for all district/school personnel and stakeholders	1
23. DIT uses training effectiveness data	0
24. DIT uses a coaching service delivery plan	0
25. DIT uses coaching effectiveness data	0

## Action Plan

Activity:	Who:	When:	Status:
6. Develop a district coaching system that includes: outlining coaching responsibilities, procedures, processes, accountability structure, and designee to communicate with coaches (resources and time allocations).	Rod  Jodie  DIT members	Nov/ Dec 2016	In Progress

# Swartz Creek Community Schools

## Coaching Service Delivery Plan

Focus area (Circle All that Apply):

Tier 1 Positive School Climate

School-Wide PBIS

Tier 1 Reading Systems

School-wide Content Area Reading

Date: 10/1/2016

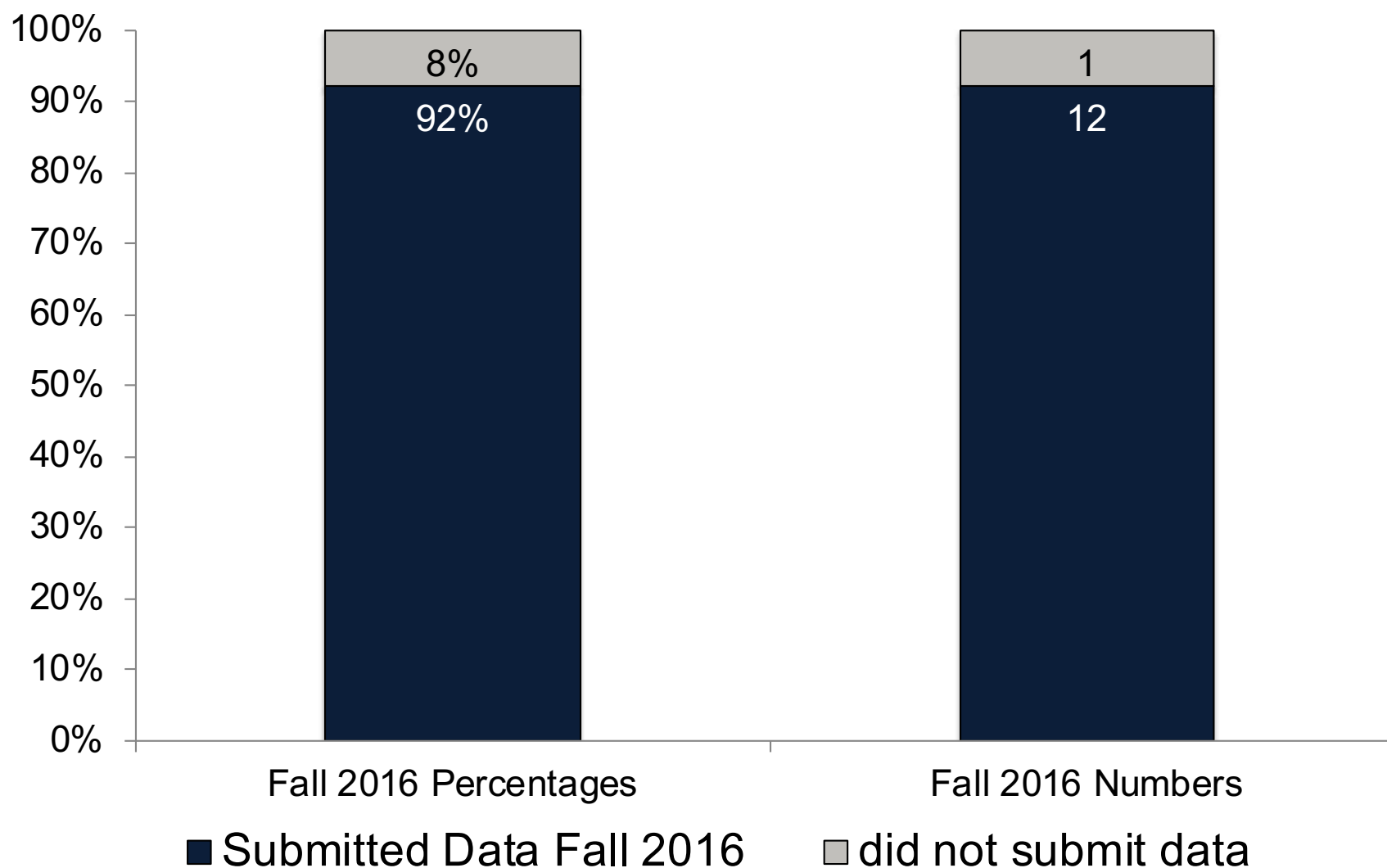
**Monitoring Plan:** The DIT will monitor the adherence to the coaching concepts outlined in this Coaching Service Delivery Plan three times per year. This will occur by speaking to the school's coaches in order to understand how the coaching concepts or skills are contextualized based on the school's outcome and fidelity data.

<b>Coaching Concepts or Skills</b>  <b>What do I focus coaching on?</b>	Assessing Need and Context  School Leadership Team Development  Communication protocol development and use
<b>Coaching Supports</b>  <b>What am I going to do to support my district?</b>	<ul style="list-style-type: none"><li>• Observations, product reviews, teaching-professional learning, modeling, co-facilitation with SLT team member)</li><li>• My role: Asking key questions, but don't always need to be the one doing it</li><li>• "To. With, By" concept</li></ul> <ol style="list-style-type: none"><li>1. Assist in the development of School Leadership Teams that function to support implementation of Effective Innovations</li><li>2. Creating an effective team meeting process<ol style="list-style-type: none"><li>a. Meetings scheduled</li><li>b. Agendas and minutes</li><li>c. Action plans</li><li>d. Common warehouse for all team information</li></ol></li><li>3. Develop and begin utilizing communication plans</li><li>4. Develop a process to provide support to staff members to continuously strengthen their skills</li></ol>

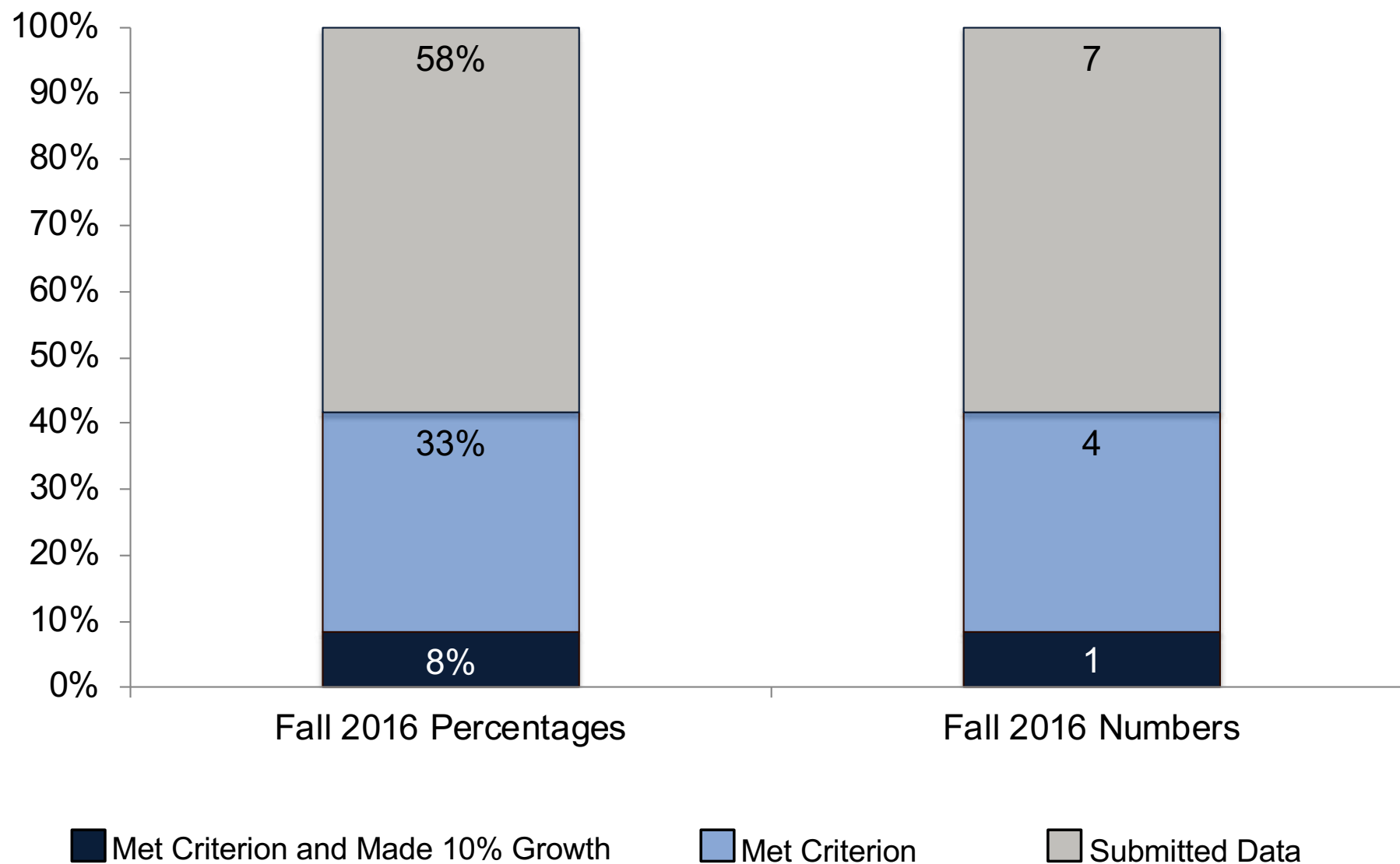
# Poll #3

State level use of DCA from local districts to support capacity development

# Project-wide DCA: Criterion and Growth

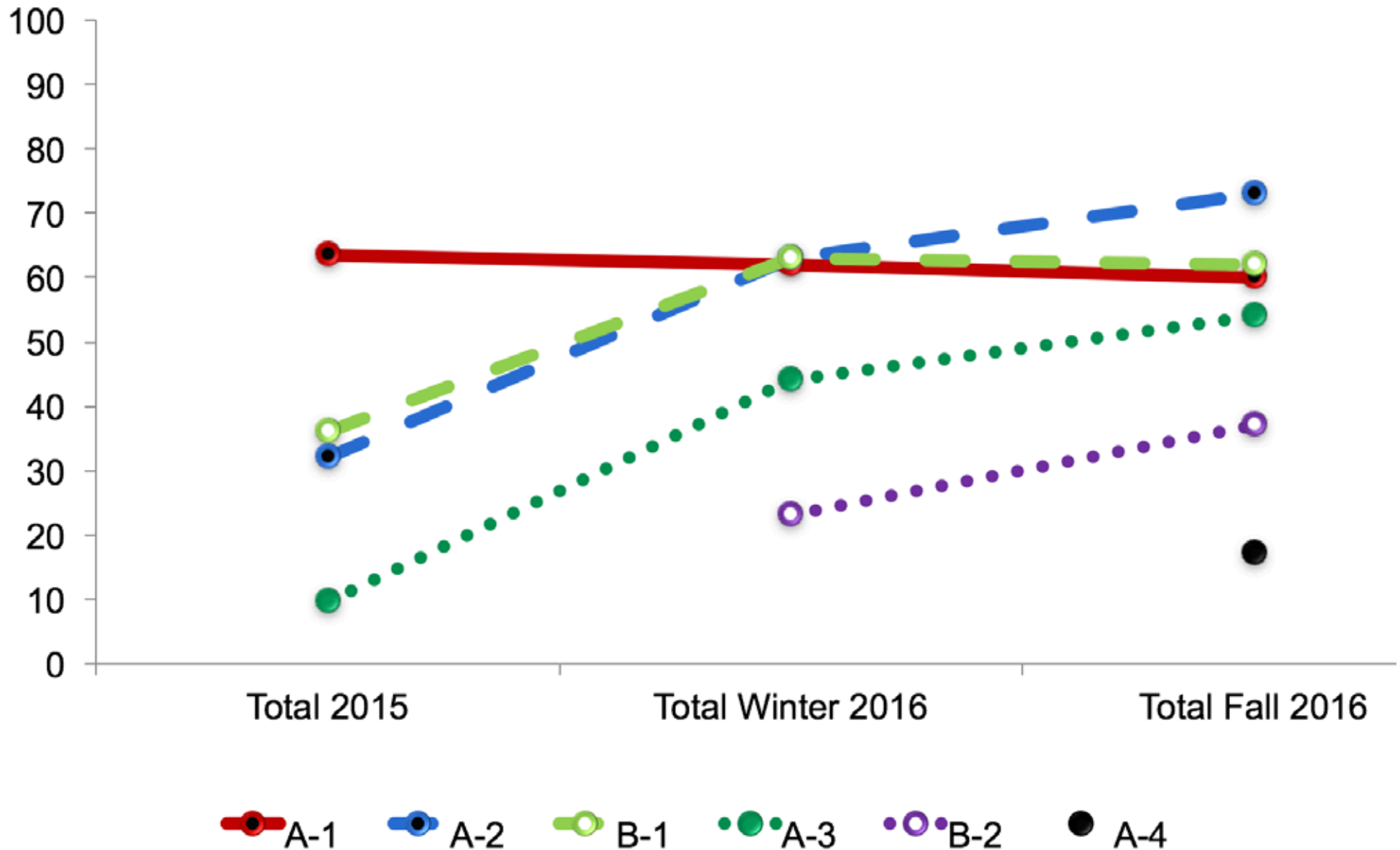


# Project-wide DCA: Criterion and Growth





# DCA Total Score Median Across Time by Cohort



# Project plan to support implementation of local capacity

Primary Need based on RCA, Reach and Implementation Checklist Data

What are the Potential Contributing Factors to the ISD not Moving Forward in this Area?

Hypothesis Statement

*Consider individual RCA items, components of the hexagon and contributing factors to create an If...Then statement*

*If we [ ] (action) then [ ] (outcome).*

## **Measureable Objective**

Related to: ☐ Capacity – Leadership  
☐ Capacity – Organizational Environment  
☐ Capacity – Competency  
☐ Reach

MiBLSi supports will lead to an increase from [ ] (current performance) to [ ] (goal/target) by [ ] (timeline) based on [ ] (data source).

*Optional Additional Measureable Objective:*

MiBLSi supports will lead to an increase from [ ] (current performance) to [ ] (goal/target) by [ ] (timeline) based on [ ] (data source).

# Project plan to support implementation of local capacity

## **Strategies**

Ensure that activities are:

- *Within the control of the MiBLSi*
- *Consider preventative activities in addition to immediate needs*
- *Builds capacity within the ISD/district rather than dependency on MiBLSi*
- *Least effort to have the greatest impact*

Strategy	Begin Date	End Date	Resources Needed	Staff Supporting	Status Update
					Date Updated: <input type="text"/> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Yet Started
					Date Updated: <input type="text"/> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Yet Started
					Date Updated: <input type="text"/> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Yet Started
					Date Updated: <input type="text"/> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Yet Started
					Date Updated: <input type="text"/> <input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Yet Started

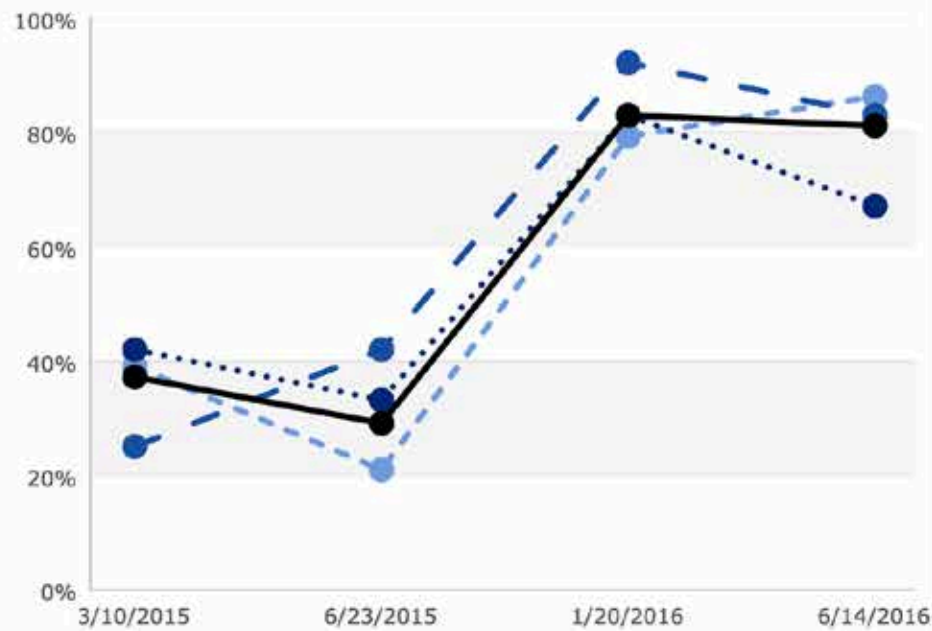
# Port Huron Area School District

## Port Huron Area School District Dashboard

[Reach](#)
[Reading/Engagement](#)
[Behavior Outcomes](#)
[Reading Fidelity](#)
[Behavior Fidelity](#)
[Capacity](#)
[Context](#)

[School Details](#)

District MTSS Capacity Assessment (DCA) Over Time



—●— Total Score  
 -.-●- Organization  
 -.-●- Leadership  
 —●— Competency

2015-2016 DCA Compared to Target/State Median



View: ☐ Target ☒ State Median

# Project data-base with section for notes

Item		5/29/15	2/24/16	9/16/15
The DCA pre-administration tasks were completed with fidelity (scheduling, members invited, materials prepared, Roles defined).				
<b>Leadership</b>		<b>36%</b> <b>10/28</b>	<b>43%</b> <b>12/28</b>	<b>57%</b> <b>16/28</b>
1	There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)	2	1	2
	<b>Notes:</b> Should we down size our DIT team?			
2	DIT includes someone with executive leadership authority	2	2	2
	<b>Notes:</b> Assistant Superintendent for Instruction regularly participates in meetings			
3	DIT includes an identified coordinator (or coordinators)	2	2	2
	<b>Notes:</b> Mary T. is District PBIS coordinator			
4	DIT uses an effective team meeting process	1	0	0
	<b>Notes:</b> Need to meet more frequently. At least one meeting per month. Can we combine this as a district leadership team involving all others such as district improvement team, etc.			
5	District outlines a formal procedure for selecting EIs through the use of guidance documents	0	2	1
	<b>Notes:</b> We need to be consistent with all new district initiatives.			

# Poll #4

# Lessons Learned

- We need to be clear on why we conduct the DCA (help to develop efficient, effective and sustainable systems)
- To be meaningful, we need the right people participating in conducting the DCA (e.g., administrators, content expertise)
- The discussion during the process is valuable for learning and creating vision for work
- It is critical to link DCA results to action plan



Questions/ Comments

**Thank You!**