Who are we? What’s your story?

Destry Brown  Superintendent
Laura Earl  Pittsburg Community Middle School Assistant Principal
Courtney McCartney  Lakeside Elementary Principal
Rhonda White  Pittsburg High School Assistant Principal

Process for Success

2011-2012  Assessment Audit:
9 different assessments costing $71,639 annually

2012-2013  Trained DLT/BLT - MTSS process, common vision, reviewed district wide assessments & interventions, begin Math

2013-2014  Implementation: Math in full swing; beginning Reading

2014-2015  Monitor & Adjust: collect/analyze data, retrain on intervention delivery

Not perfect the first time
Core beliefs

- Focus on **student-centered** learning
- **High quality staff** that is trained
- Empower all students to learn
- Promote respect for self and others
- **Leadership** is an essential component to creating the change

<table>
<thead>
<tr>
<th>System</th>
<th>Practices</th>
<th>Services</th>
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</thead>
<tbody>
<tr>
<td>Leadership: all district leaders were involved and provided support to all teachers in the process</td>
<td>Assessment: began with iSTEEP and then moved to AIMSWeb</td>
<td>All: all students received core instruction</td>
</tr>
<tr>
<td>Professional Development: ongoing PD – district wide, by level and building</td>
<td>Curriculum: research based interventions uniform across district</td>
<td>Some: interventions provided to targeted students</td>
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<tr>
<td>Empowering Culture: all staff are actively involved in the process</td>
<td>Instruction: research based practices &amp; differentiation</td>
<td>Few: intense supports/interventions are individualized for targeted students</td>
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**Building Leadership Capacity at all Levels**

- **District Leadership Team** – administrators
- **District MTSS Leadership Team** – teachers from buildings
- **Building Leadership Teams** – at each building
**DATA drives EVERY DECISION**

- District Dashboard
- Building Dashboards

<table>
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<tr>
<th>Year</th>
<th>Data</th>
<th>2009 Gr 74</th>
<th>ACTE 20.4</th>
<th>ACTM 21.4</th>
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Minutes District Leadership Team

Elementary Working Together

What was the biggest challenge implementing the system?

• **Scheduling** ...looking at every minute of day for core instruction and interventions
  - 120 minutes core reading
  - 80 minutes of core math
  - 40 minutes of MTSS Reading
  - 40 minutes of MTSS Math

• **Squeezing out other subjects?** When to teach Social Studies and Science? When do students have recess or even use the restroom!

Elementary Working Together

What was the biggest challenge implementing the system?

• **Buy in**...by all teachers in all buildings to strict structure of MTSS curriculum protocol for tiers I, II, and III

• **Large numbers of Students and Enough Staff** managing large numbers of students requiring tier II and III services and not having enough staff to serve all

• **Fidelity to MTSS process**...ensuring protocols are followed and data used properly to support groupings
**Elementary Working Together**

What was the biggest challenge implementing the system?

- **Focusing** on “why” or “relevance” of implementing
- **Mainstreaming current practices** into systematic way of doing things
- **Shifting conversations** from “what we think” about students to “what we know” about students
- **Using AIMSweb data** vs Classroom performance for grouping and progress monitoring

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**What was the Biggest Impact on building and student learning?**

- **Using same language**, focus on common data, utilize common screener and progress monitoring
- Taking **Ownership** - Include ALL staff and ALL students in process: setting goals and monitoring taking ownership
- **Strategic** in planning and utilization of data
- **Student Growth** where progress was previously slow or lacking
- **PLCs, Data Crunch Collaboration, and Building MTSS Leadership Teams**
- **CORRECTIVE FEEDBACK LOOP**

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**What Advice would you give To implement system wide change?**

- **It’s a PROCESS** - it will take 3-5 years
- **Starting Point** – find a starting point and build from that
  - Implement **small steps** (not everything at once)
  - Get good at **one thing** before moving to the next
- **Communication** is the key (follow system wide approach)
- Utilize the **Feedback Loop** at all levels (classroom, building, district)
- **Data crunch meetings** – ensure the system is implemented with fidelity
PCMS Working Together

- MTSS is **not** a silo
- Purpose of MTSS is to create a **sustainable system** aligned with core and school improvement initiatives
- MTSS is **congruent** with Core
- Aimsweb data is a reflection of both the core curriculum and intervention programming.
- MTSS supports core instruction- Provides integrated, systemic approach to meeting the needs of all students

PCMS on Testing

- **Universal Screener** - Must test for **accuracy** and **fluency**. These are predictive of later academic success.
- **Progress Monitoring** - Must match the same skills as the universal screener.
- **Amount of screeners, backwards testing, progress monitoring and diagnostics can be overwhelming to the system.**

PCMS and Impact on Learning

- The skills of **fluency and accuracy**, in both reading and math, are not “caught” on State Assessments. **State Assessments are not indicators of fluency or accuracy.**
- The purpose of a **school wide screener**, such as AIMSweb, is to identify these skills and any issues with them.
- The **purpose of MTSS** is to offer a class time to work on those skills specifically and therefore impact the grade level core instruction. With our target we are able to offer support and differentiation to all students.
- **We are closing gaps** in our students’ learning at their instructional level while assuring their core grade level instruction is in place.
PCMS and Impact on Learning

• In the content areas of math and reading, which impact all content area learning, **when fluency suffers, comprehension slows.**

• **Reactive thinking** is strengthened by increasing the ability to process information in accuracy, fluency and comprehension.

• **Focusing on fluency** is important to increase the ease in which students can access information and knowledge.

PCMS on Vital Steps of the MTSS process

**Step 1:** Universal School Wide Screener (Benchmark) 3 times per year
Test all students with the MAZE, MCAP, MCOMP. Sixth grade also is tested on the RCBM.
Any student that flags would be back tested using the RCBM for reading and MCOMP and MCAP for math.

**Step 2:** **Use Data to Place** in Skill Support Needed
Use the **four quadrant** sort to determine missing skills in reading. If in quadrant 3 a phonics diagnostic must also be administered.
Math place by instructional level.

PMCS on Vital Steps of the MTSS process

**Step 3:** Selection of Instructional and Curriculum Support
**Fidelity** to the curriculum protocol

**Step 4:** Planning and Starting MTSS
Staff meet and go over student placements
Staff is trained on resources they will be using

**Step 5:** Progress Monitoring
Students are progress monitored according to their placements using AIMSweb
Goals for each student will be based off of the Benchmark Testing
PCMS on Vital Steps of the MTSS process

Step 7 Reviewing Progress
Teachers meet to review progress of students using the progress monitoring data.

We take into consideration the following:

- Data
- Absences
- Behavior
- Fidelity of Instruction and Interventions
- Outside family factors or disturbances

We will discuss and make decisions on the following:

- Will the student move a tier
- Will we continue instruction and interventions in place
- Will we modify the instructions and interventions in place

- Document the decisions!

PCMS Aim Line

PCMS: What does our data say?
December 2013 Almsweb Data – 6th RCBM

Scores are displayed as decimals because rounding group percentages do not equal 100%.
**PCMS: What does the data suggest?**

- When a building has a high percentage of students who fail to reach the benchmark at grade level, it may indicate **problems within core instruction and curriculum**. Even outstanding supplemental and intensive interventions cannot serve to support students who are failing because of issues within the core curriculum. *(MTSS Implementation Guide)*

- It can also suggest issues with MTSS programming, interventions, and implementation (including feedback loop).

- We must examine both possibilities and plan for refinement.

- We must look at increasing time for tiered kids.

**PCMS: This is a process (a long one)**

- Multi-year

- Data-driven

- Feedback Loop

- Refinement (Change) is constant, intentional and dynamic.

**PCMS: Lessons We Learned**

- The more people involved with testing and the data discussions the better

- Very powerful for **students to track their progress** and know their goals

- Keep **fidelity** to the curriculum protocol

- Get good representation on your building committee to ensure the feedback loop works

- Make the **schedule** fit for your building – this took multiple refinements for us.

- **Everyone must be involved**! Requires flexibility. It’s an ever changing process.

- **Always be willing to inconvenience yourself for a child.**
817 students
- 53% economically disadvantaged
- 75% white
- 11% Hispanic
- 5% African American
- 9% Other ethnicity

65 Faculty + ~30 support staff

7 AP courses

Core classes vs support/assist

Special Education
- Inclusion, Resource Room, Low-Incidence, Gifted, VI, Deaf/Blind

Partnership to offer college credit:
- PSU (24 college hours), FSCC (Welding, Carpentry, Masonry, EMT, Culinary, Cosmetology), and LCC (CNA)

PHS: Working Together
**PHS Getting Started**

- Created Building Leadership Team for MTSS Math
  - Math, English, Social Studies, Special Education
- Developed Vision/Mission Statement for MTSS
  - *All students’ academic and transition outcomes will be monitored through data that will be used to guide instruction, curriculum, and assessments.*
- Developed Core Beliefs
  - *We Believe...*
  - *This means....*
  - *This does not mean...*

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**PHS Scheduling**

**Teachers:**
- 50 minute Personal Plan
- 50 minute Core Team Plan
- Teach five 50 minute classes
- 30 minute Dragon Time

**Students:**
- Seven 50 minute classes + 30 minutes DT
- Tier 3 – 50 minute class
- Tier 2 – 30 minute class

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**PHS: Scheduling**

**Pittsburg High School**

**Fall 2014**

**Monday-Friday Bell and Lunch Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>1st Period</th>
<th>Second Opportunity Breakfast</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>5th Period (Lunch served)</th>
<th>6th Period</th>
<th>7th Period</th>
<th>Dragon Time</th>
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### PHS Diverse Performance Levels

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Total Score</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
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<tbody>
<tr>
<td>Student 1</td>
<td>28.0</td>
<td>Tier 1</td>
<td>Continue Current Program</td>
</tr>
<tr>
<td>Student 2</td>
<td>8.0</td>
<td>Tier 1</td>
<td>Continue Current Program</td>
</tr>
<tr>
<td>Student 3</td>
<td>7.0</td>
<td>Tier 2</td>
<td>Further Assess and Consider More Intensive Instruction</td>
</tr>
<tr>
<td>Student 3</td>
<td>6.0</td>
<td>Tier 2</td>
<td>Further Assess and Consider More Intensive Instruction</td>
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<tr>
<td>Student 4</td>
<td>5.0</td>
<td>Tier 3</td>
<td>Begin Immediate Problem Solving</td>
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<tr>
<td>Student 5</td>
<td>0.0</td>
<td>Tier 3</td>
<td>Begin Immediate Problem Solving</td>
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### PHS Gathering & Analyzing Data

- **Algebra I**
  - Fall: 43 passed Algebra I fall
  - Spring: Attend Assist Tier 2 or Assist Tier 3 if Failed
  - Fail: Ascend Math for Basic Skills

### PHS: How Did We Do?

- **Fall 2012:** 55 students in Algebra Assist
  - 43 passed Algebra I fall

- **Fall 2013:** 68 students identified in red & yellow
  - 20% failed who did not have Assist
  - 10% failed who did have Assist
**Corrective Feedback Loop**

- Utilizing Data to help make decisions
  - do better job of identifying students in need
  - continue interventions for fall AND spring

**Involve all staff**

- All math teachers administer the assessments and analyze data as a team
- All English teachers now administer the assessments; one person coordinates the flow of data, however, they work as team
- Engage all teachers to understand assessment reports and participate in purposeful planning