Driving Learning Together

USD 250 Pittsburg Community Schools

Who are we? What's your story?

Destry Brown	Superintendent
Laura Earl	Pittsburg Community Middle School Assistant Principal
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Process for Success

Not perfect the first time

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

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

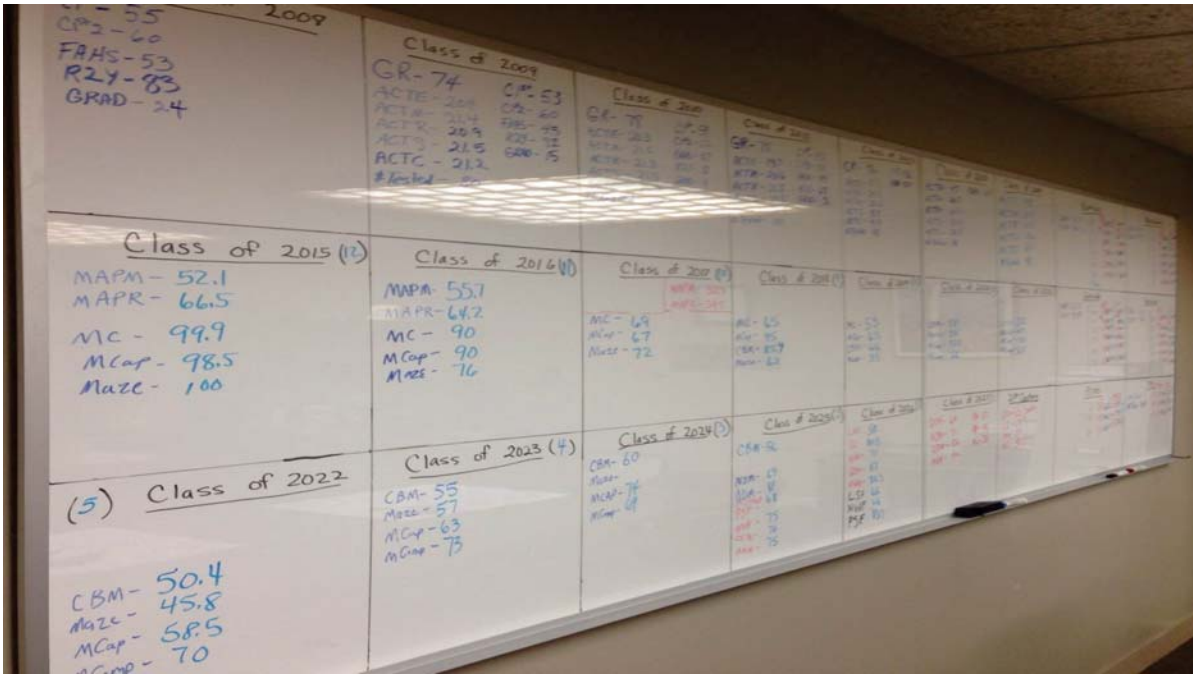
System	Practices	Services
Leadership: all district leaders were involved and provided support to all teachers in the process	**Assessment:** began with iSTEEP and then moved to AIMSWeb	**All:** all students received core instruction
Professional Development: ongoing PD – district wide, by level and building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

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



DATA drives EVERY DECISION

2008	2009 Gr 74 ACTE 20.4 ACTM 21.4 ACTR 20.9 ACTS 21.5 ACTC 21.2 C1st 53 C1st2 60 R2r 82	201			2013	2014	Nettels	Meadowlark
2015 12 MAPM 52.1 MAPR 66.5 MC 99.9 MCAP 98.5 MAZE 100	2016	201			2020	2021		de
2022	2023	2024	2025	2026	2027 Kdg OCM 64 NJM 71 QDM 82 MNM 100 PN 22 RH 45 AL 39	2028		

2009
Gr 74
ACTE 20.4
ACTM 21.4
ACTR 20.9
ACTS 21.5
ACTC 21.2
C1st 53
C1st2 60
R2r 82

2027 Kdg
OCM 64
NJM 71
QDM 82
MNM 100
PN 22
RH 45
AL 39

Minutes District Leadership Team

MTSS DLT Meeting Minutes
9/24/2013

1.) When we look at data as a district or building in building leadership team, we should look at the tier transitional report. This will place our bubble kids in appropriate tiers. It gives a true picture of the where a grade level picture of overall

2.) Classroom teachers should look at above and Below Target, rainbow report (Distribution report by scores and percentiles that is norm based.), and norm chart for progress monitoring.
**(Brian will finalize this and report back to the team)

3.) The end of the year goal is for the following distribution... Tier 1 = 80% of students, Tier 2= 15% of students, and Tier 3= 5%

4.) The end of the year goal for Kind. is for 100% of our students to be at or above target in phoneme segmentation.

5.) The goal is for all 1st grade students to achieve at target or above by Dec. in Nonsense Word Fluency.

6.) Building Leadership Teams need to utilize the Tiered Transition Reports for Grade Level Status and Building Level Status Reports

7.) Classroom level reports (Rainbow report) is utilized for instructional decision-making and classroom level status form.

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**

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

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 off 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

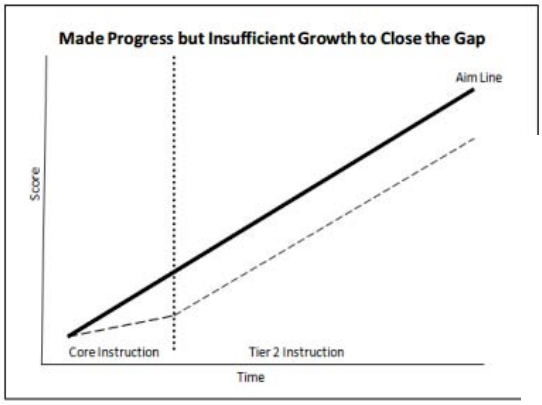
Step 7 Reviewing Progress

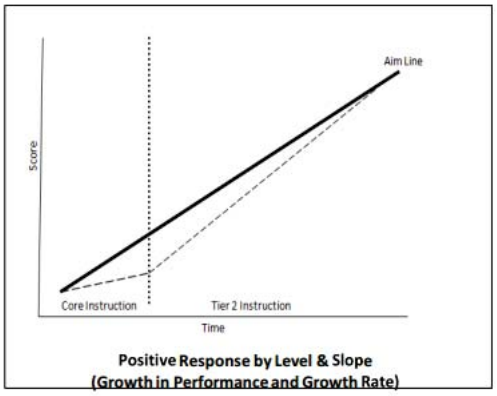
Teachers meet to review progress of students using the progress monitoring data

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!

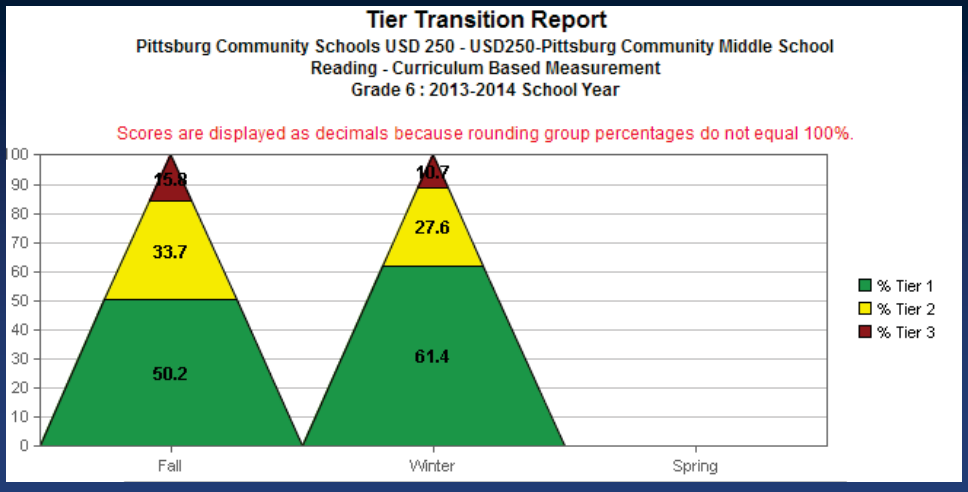
PCMS Aim Line





PCMS: What does our data say?

December 2013 Aimsweb Data – 6th RCBM



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.

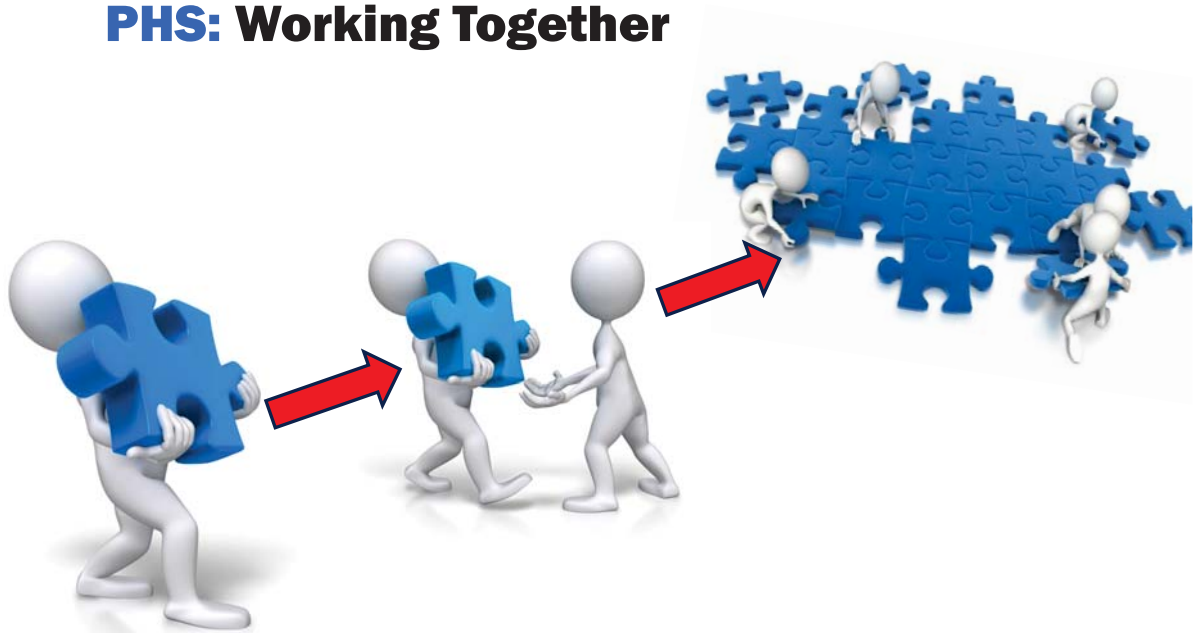
PCMS: Lessons We Learned

- 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.**

PHS Demographics & Other Info

- 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…

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

PHS: Scheduling

Pittsburg High School

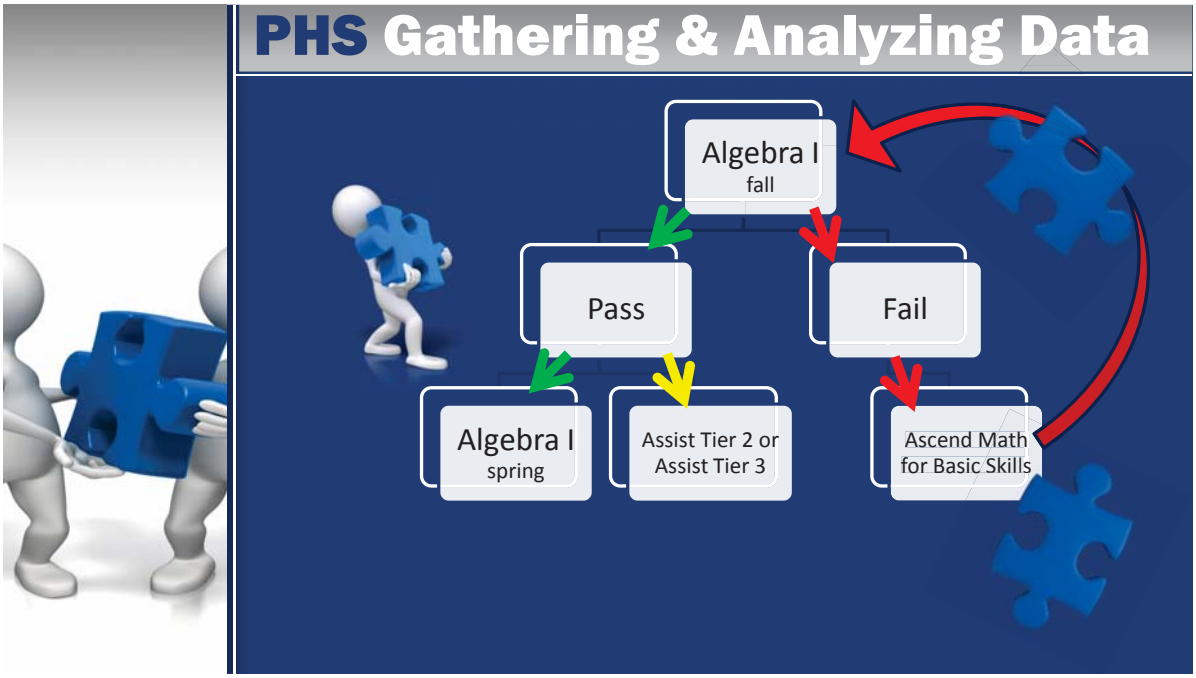
Fall 2014

Monday-Friday Bell and Lunch Schedule

1st Period	7:40-8:29	49 minutes
Second Opportunity Breakfast	8:29-8:39	10 minutes
2nd Period	8:39-9:28	49 minutes
3rd Period	9:32-10:21	49 minutes
4th Period	10:25-11:14	49 minutes
5th Period (Lunch served)	11:14-12:35	48 minutes – classes w/ 1st lunch 48 minutes – classes w/ 2nd lunch 49 minutes – classes w/ 3rd lunch
6th Period	12:39-1:28	49 minutes
7th Period	1:32-2:21	49 minutes
Dragon Time	2:25-2:55	30 minutes

PHS Diverse Performance Levels

Student Name	Total Score	Performance Summary	Potential Instructional Action
Student 1	28.0	Tier 1	Continue Current Program
Student 2	8.0	Tier 1	Continue Current Program
Student 3	7.0	Tier 2	Further Assess and Consider More Intensive Instruction
Student 3	6.0	Tier 2	Further Assess and Consider More Intensive Instruction
Student 4	5.0	Tier 3	Begin Immediate Problem Solving
Student 5	0.0	Tier 3	Begin Immediate Problem Solving



PHS: How Did We Do?

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

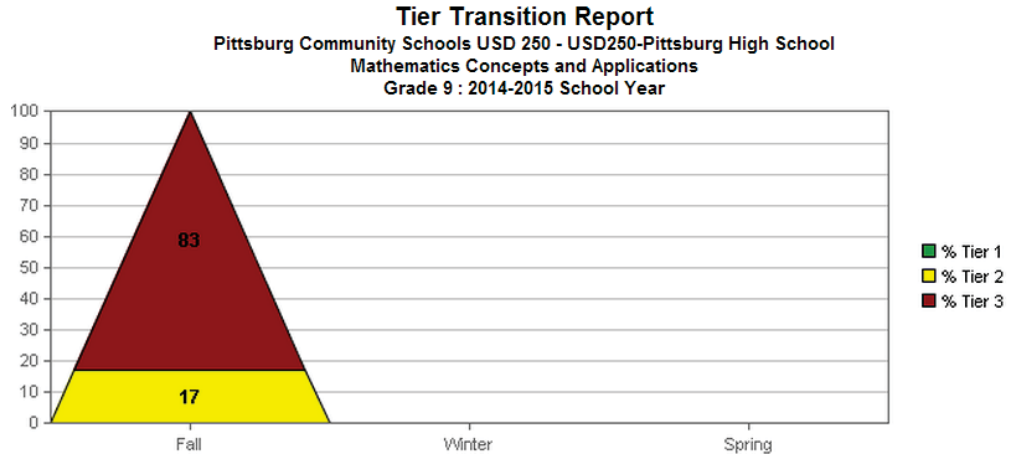
Fall 2013: 68 students identified in red & yellow
20% failed who did not have Assist
10% failed who did have Assist

12-13 Pittsburg High School				
Intro to Art			A	0.50
English 9 Fall	D	0.50		
English 9 Spring			F	0.00
Algebra I Fall	F	0.00		
Phys Science Fall	C	0.50		
Computer Tech I			D	0.50
Algebra Assist Fall	A	0.50		
STAR - Fall	B	0.50		
STAR - Spring			A	0.50
Phys Science Spng			D	0.50
World Geography	D	0.50		
English 9Assist Fall	P	0.50		
MTSS			A	0.50
Ascend Math Spring			C	0.50
Dragon Time Fall	P	0.25		
Dragon Time Spring			P	0.25

12-13 Pittsburg High School				
Intro to Art			B	0.50
English 9 Fall	D	0.50		
English 9 Spring			C	0.50
Theatre I			B	0.50
Algebra I Fall	D	0.50		
Health (9-12)	D	0.50		
PE Intro Female	B	0.50		
Phys Science Fall	C	0.50		
Algebra Assist Fall	A	0.50		
Algebra Assist Spring			A	0.50
Phys Science Spng			C	0.50
World Geography			C	0.50
English 9Assist Fall	P	0.50		
Algebra I Spring			B	0.50
Dragon Time Fall	P	0.25		
Dragon Time Spring			P	0.25

13-14 Pittsburg High School				
Intro to Art			B	0.50
English 10 Spring			B	0.50
English 10 Fall	B	0.50		
Algebra I Fall	C	0.50		
Health (9-12)	A	0.50		
Phys Science Fall	C	0.50		
Focus:Career&Life Skills	A	0.50		
Common Core ME Spring			A	0.50
Dragon Den Fall	B	0.50		
World History			A	0.50
Phys Science Spng			B	0.50
World Geography	B	0.50		
Algebra I Spring			C	0.50
Dragon Time Fall	P	0.25		
Dragon Time Spring			P	0.25
Dragon Den Sprng			B	0.50

13-14 Pittsburg High School				
English 10 Spring			C	0.50
English 10 Fall	D	0.50		
Common Core E Fall	B	0.50		
Geometry Fall	C	0.50		
Biology Fall	B	0.50		
Biology Spring			C	0.50
Sociology			C	0.50
Computer Tech I	B	0.50		
Focus:Career&Life Skills	A	0.50		
STAR - Spring			B	0.50
World History			A	0.50
Geometry Assist Fall	B	0.50		
Geometry Spring			C	0.50
ACT Prep			P	0.50
Dragon Time Fall	P	0.25		
Dragon Time Spring			P	0.25



PHS: What is next?

- 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

Driving Learning Together