Lessons from the Field

What it Really Takes to Move From Research to Practice in a Large Urban School District

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Senior Director of Special Services
November 11, 2022

Our Purpose Today:

NIRN | NATIONAL IMPLEMENTATION RESEARCH NETWORK
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

- This presentation will bring to life the application of National Implementation Research Network (NIRN) stages of implementation in a large urban school district regarding district-wide development and implementation of a multi-tiered system of support (MTSS)
- This presentation will also highlight gaps and barriers to implementation as well as strategies implementation support practitioners may utilize when facilitating large-scale implementation efforts in a public school environment

Sioux Falls School District
Sioux Falls, South Dakota

- 23 elementary schools
- 6 middle schools
- 4 traditional high schools
- Alternative middle/high school
- Project-based learning academy
- Post-secondary technical institute
- Career and Technical Education academy
- Preschool and Head Start

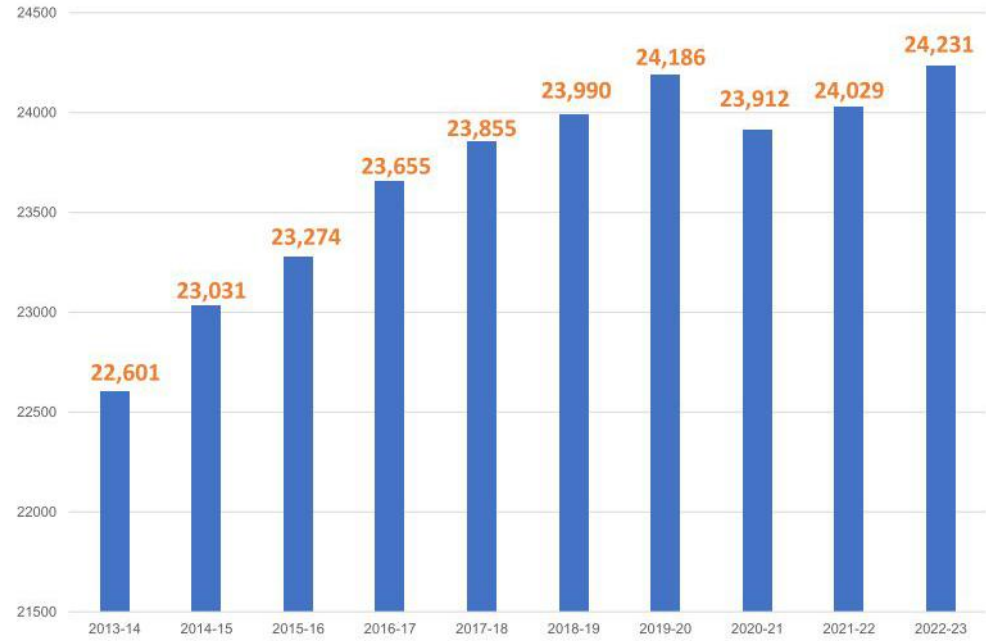
2022-2023

AT A GLANCE

24,223

Students enrolled

SFSD K-12 Enrollment



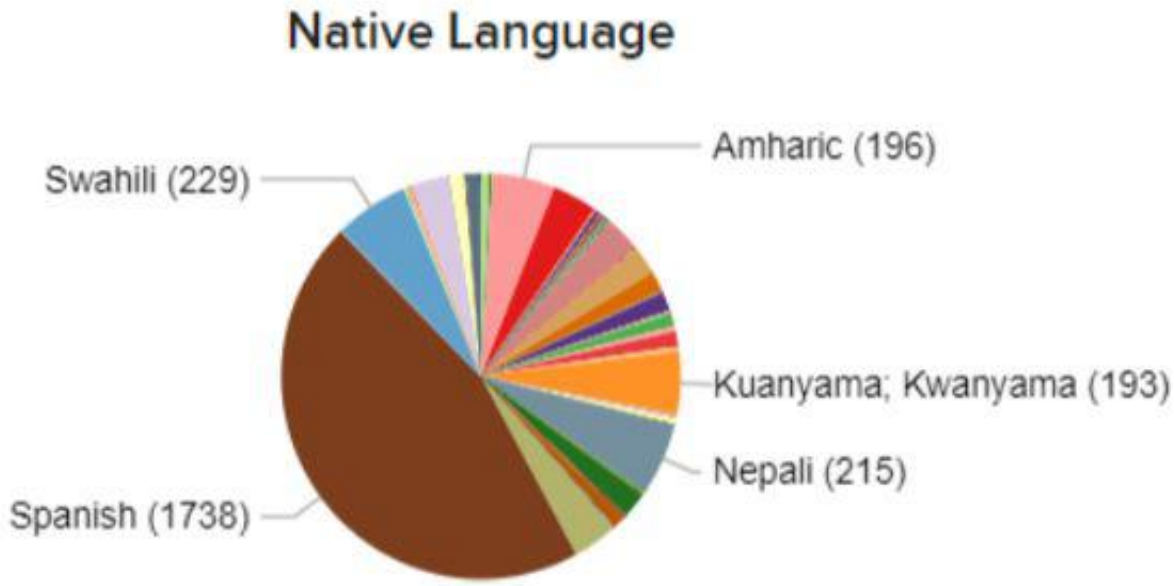
- Ages 3 to 21 = 3,824
- K-12 = 3,527 or 14.7% of student enrollment\
- If SFSD SpEd population were a school district by itself, it would be the 6th largest in SD behind (1) SFSD, (2) Rapid City, (3) Harrisburg, (4) Brandon Valley, (5) Aberdeen,

Student Diversity

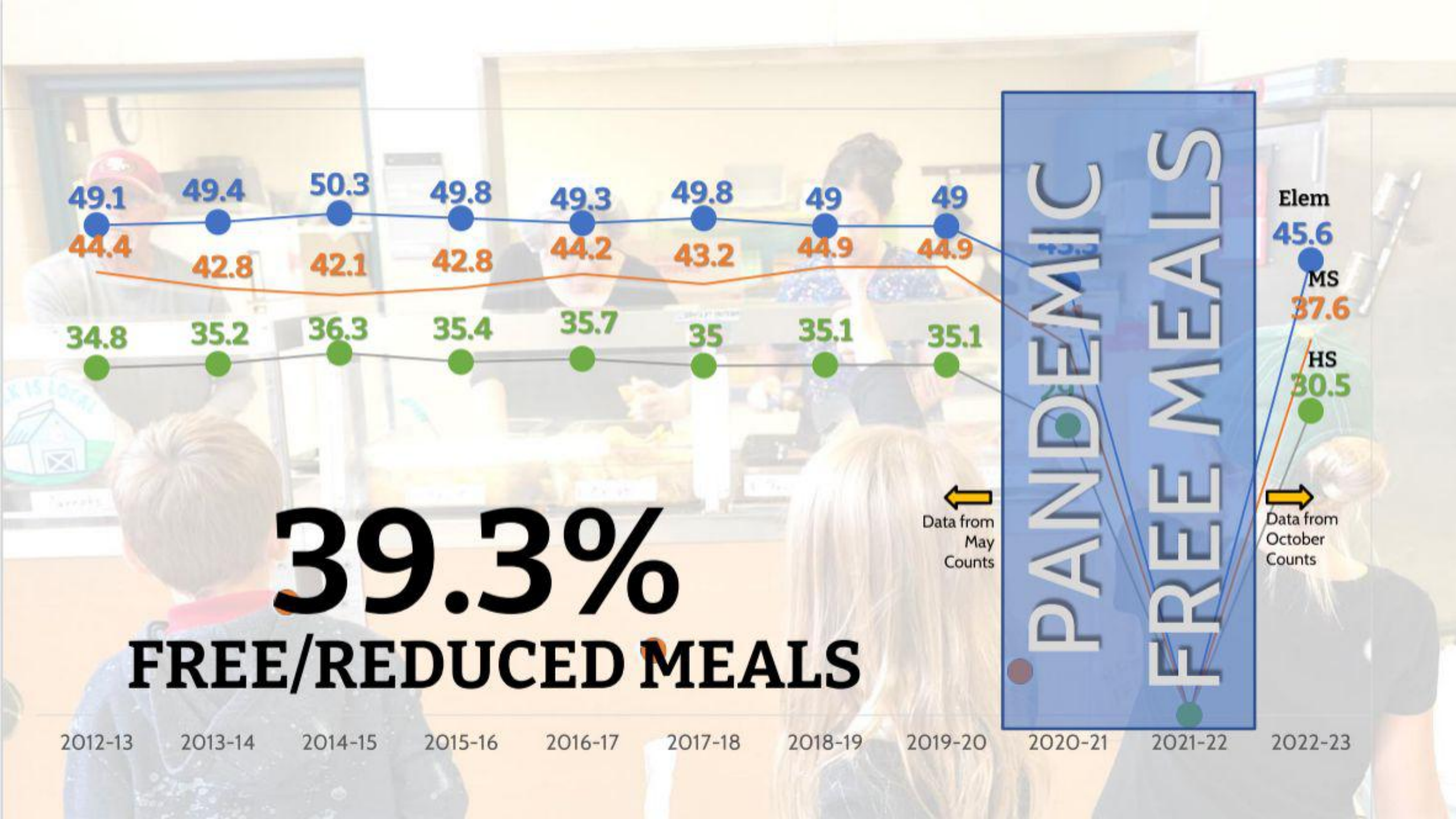
Hispanic	14.7%
Black	12.5%
Multi-racial	7.4%
Native American	4.5%
Asian	2.5%
Pacific Islander	0.2%
White	58.2%

Combined Diverse 41.8%

SFSD Languages



English Language Learners: 2,632
Languages Spoken: 77


49.1
49.4
50.3
49.8
49.3
49.8
49
49
44.4
42.8
42.1
42.8
44.2
43.2
44.9
44.9
34.8
35.2
36.3
35.4
35.7
35
35.1
35.1
PANDEMIC
FREE MEALS
Elem
45.6
MS
37.6
HS
30.5
Data from May Counts
Data from October Counts
39.3%
FREE/REDUCED MEALS
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23

Academic Success

- National Merit Finalists: 17 in 2021
- National Merit SemiFinalists: 15 in 2022

Our Mission:

"to educate and prepare each student to succeed in a changing world."

District Priorities

- Academic Excellence
- Well-Being
- Community Engagement
- Staff Excellence
- Effective Use of Resources

ATTENDANCE AND GRADUATION

Attending school regularly is essential for students to progress through each level of their education. Attendance rate is measured for elementary and middle schools. At the high school level, graduation rate and college and career readiness are important indicators of students' readiness to pursue higher education, career, and life beyond high school.

Attendance Rate	High School Completion	College & Career Readiness
86%	90%	47%

SIOUX FALLS SCHOOL DISTRICT

STUDENT PERFORMANCE

South Dakota's students take the annual state assessments for the subjects of English language arts and mathematics in grades 3-8 and 11, and science in grades 5, 8 and 11. Student Performance measures how well the students performed on the state assessments.

English Language Arts	Mathematics	Science
49%	41%	*

VIEW DETAILS

Decision Time: How would you initiate implementation of a multi-tiered system of support framework?

Improvement
Implementation Science

Implementation Science:

Stages of Implementation

2020-2021	2021-2022	2022-2023+	
Exploration	**Installation**	**Initial Implementation**	**Full Implementation**
• Assess assets and needs of the focus population • Examine intervention components • Consider implementation drivers • Assess fit with identified assets and needs • Assess feasibility of implementation	• Acquire resources and build organizational capacity • Build the infrastructure necessary for implementation • Prepare organization • Prepare implementation drivers • Prepare staff and build practitioner capacity	• Staff begin using the program or practice • Adjust implementation drivers • Manage change • Deploy data systems and utilize data for continuous improvement • Initiate improvement cycles	• Staff successfully use the program or practice • Monitor & manage implementation drivers • Achieve fidelity & outcome benchmarks • Further improve fidelity & outcomes

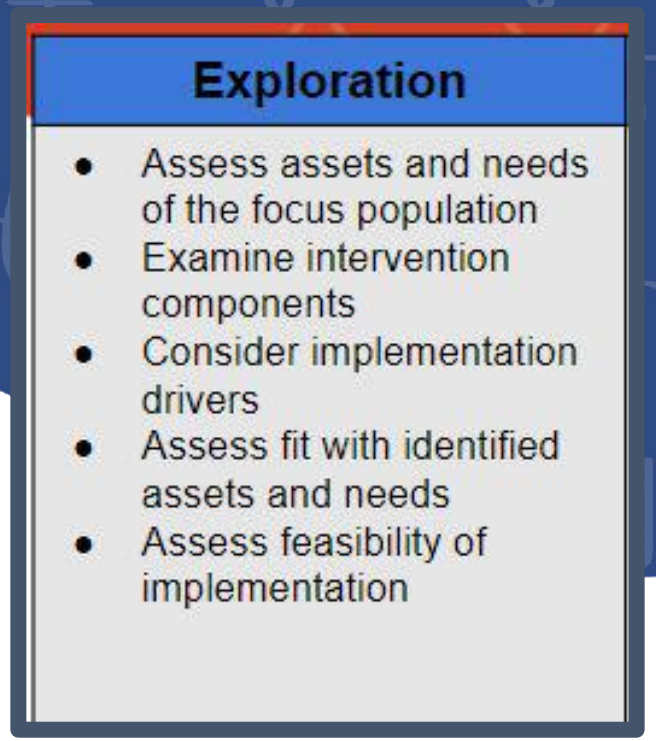
2 - 4 Years

National Implementation Research Network

LINK

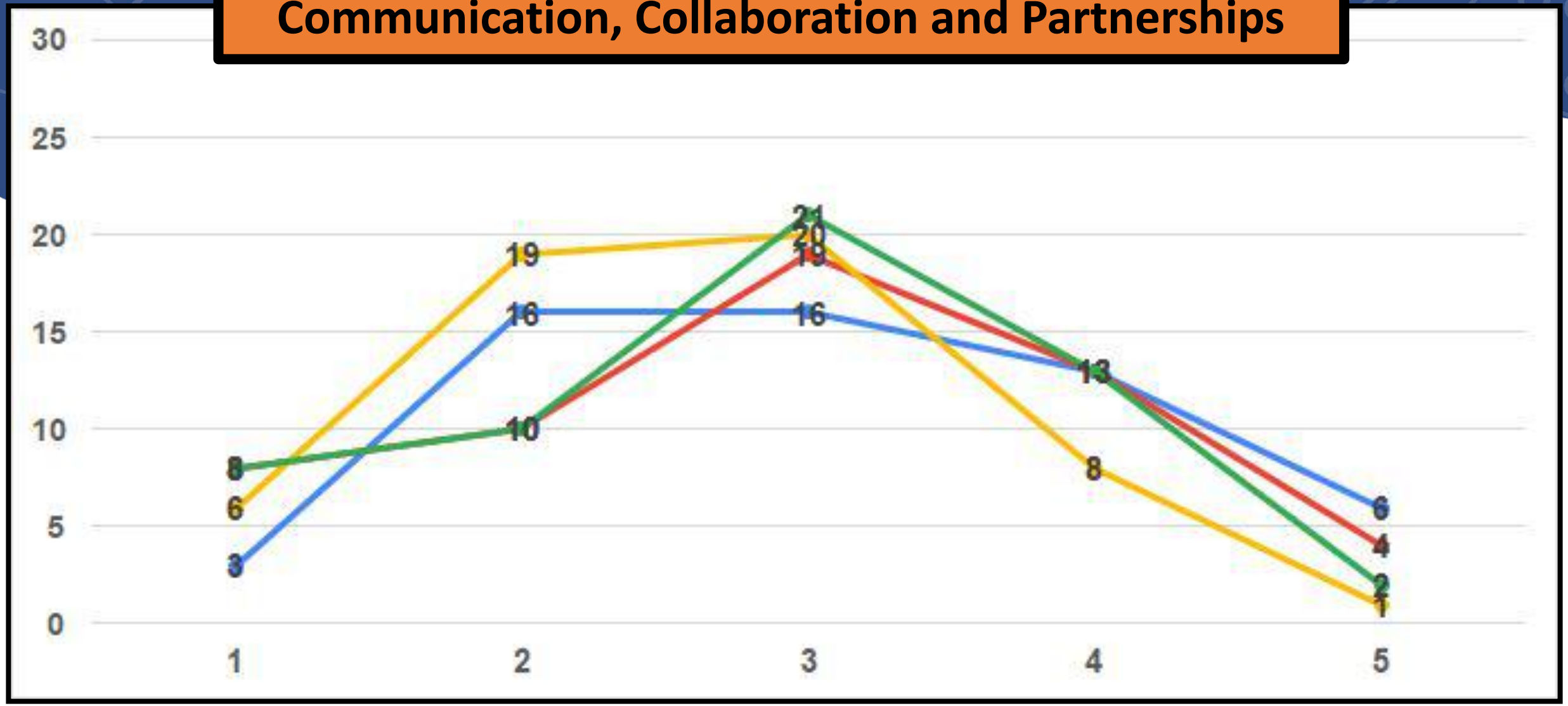
"***Implementation is not an event but a process*** involving multiple decisions and actions. *Although implementation can take longer than we hope or anticipate*, its process and trajectory can be predicted and shaped using a stage-based approach"

NIRN Implementation Stages Planning Tool (NIRN, 2020)



- Prior to 2021 (I started with SFSD July 1, 2021)
- New Superintendent (with Nebraska roots!)
- Decision was made to build and implement MTSS framework–status quo not an option
- Emphasis on improving outcomes for all kids

Communication, Collaboration and Partnerships

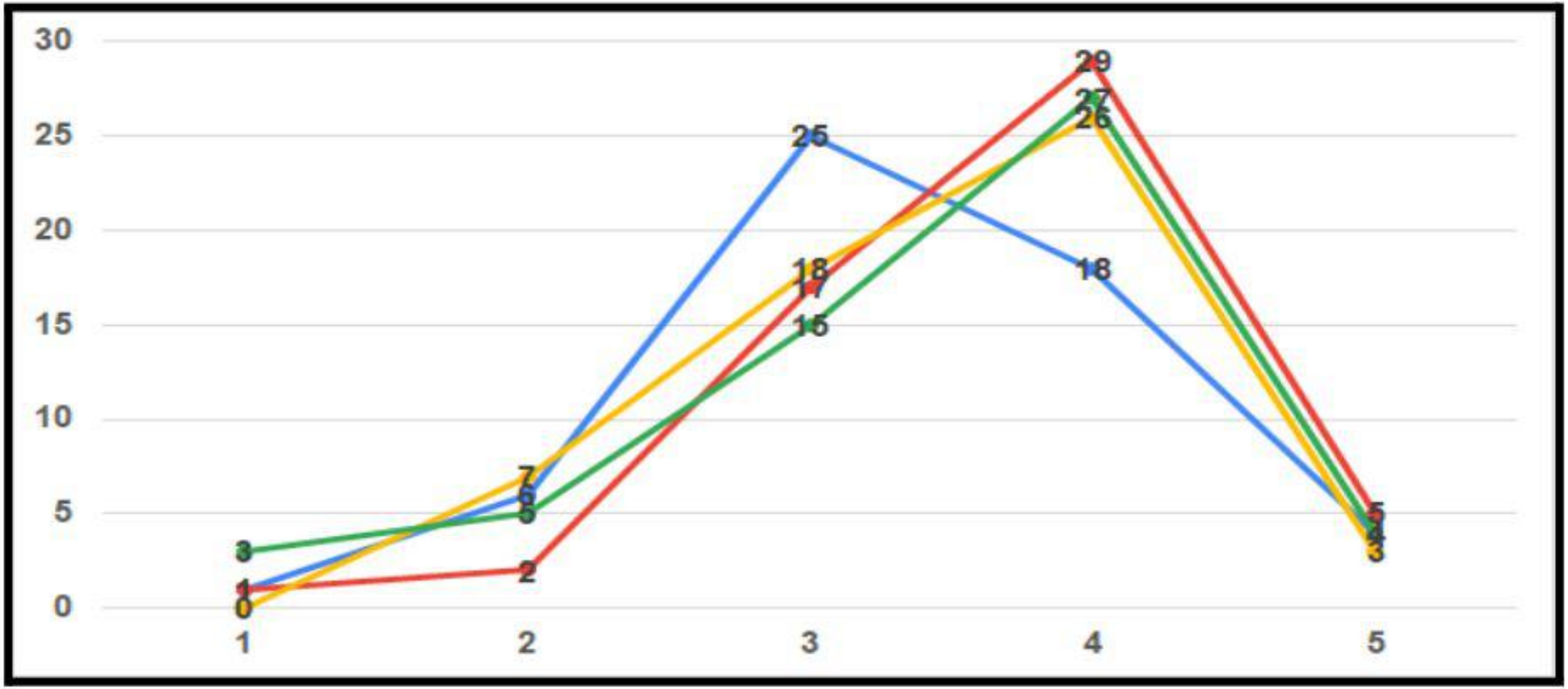


Just Starting This Journey

Almost to the Finish Line

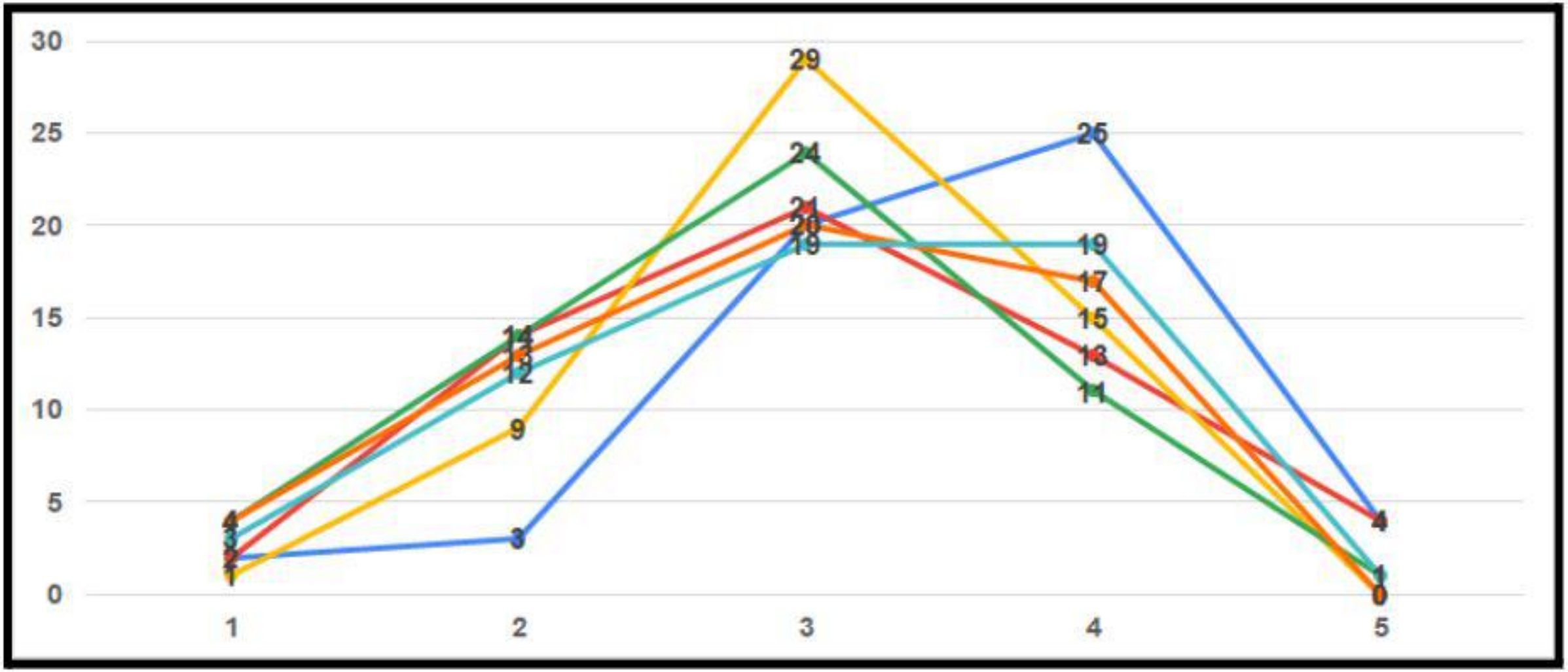
Evidence Based Practices

*Aggregate Response



Layered Continuum of Supports

*Aggregate Response



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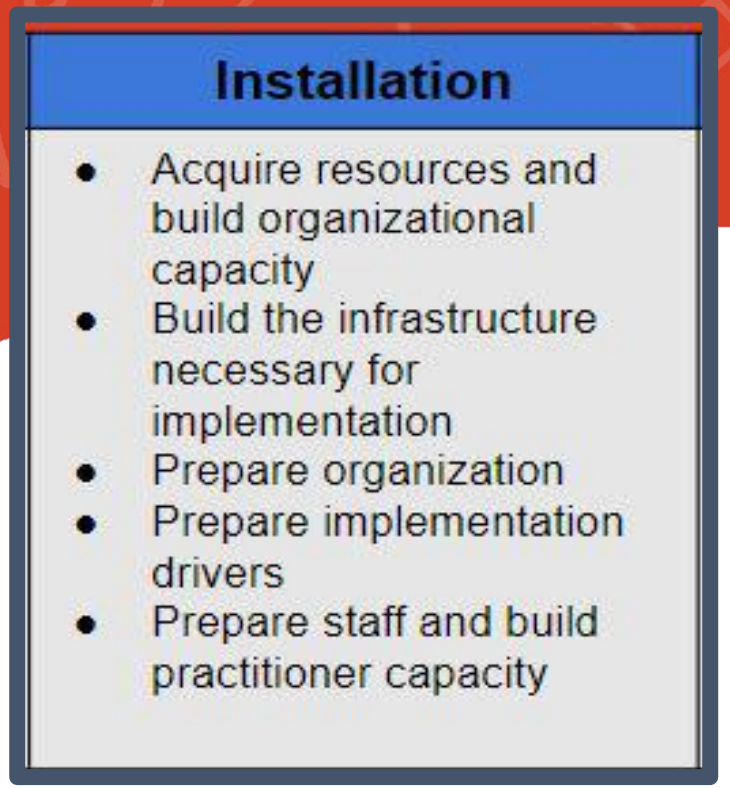


- District MTSS Team
- District wide implementation
- Our approach: Build the capacity of administrators (and later, Instructional Coaches), provide materials and resources to take back to their buildings
- MTSS meetings every other month
- Goal: "**Build the necessary infrastructure for implementation**"

AUGUST

- Implementation Science
- MTSS Overview
- Connect to what we are already doing

SEPTEMBER

- Leadership Team
- Balanced Assessment

NOVEMBER

- Team Alignment
- Teaming for Problem Solving

FEBRUARY

- Problem Solving Model
- Hypothesis Development and Validation

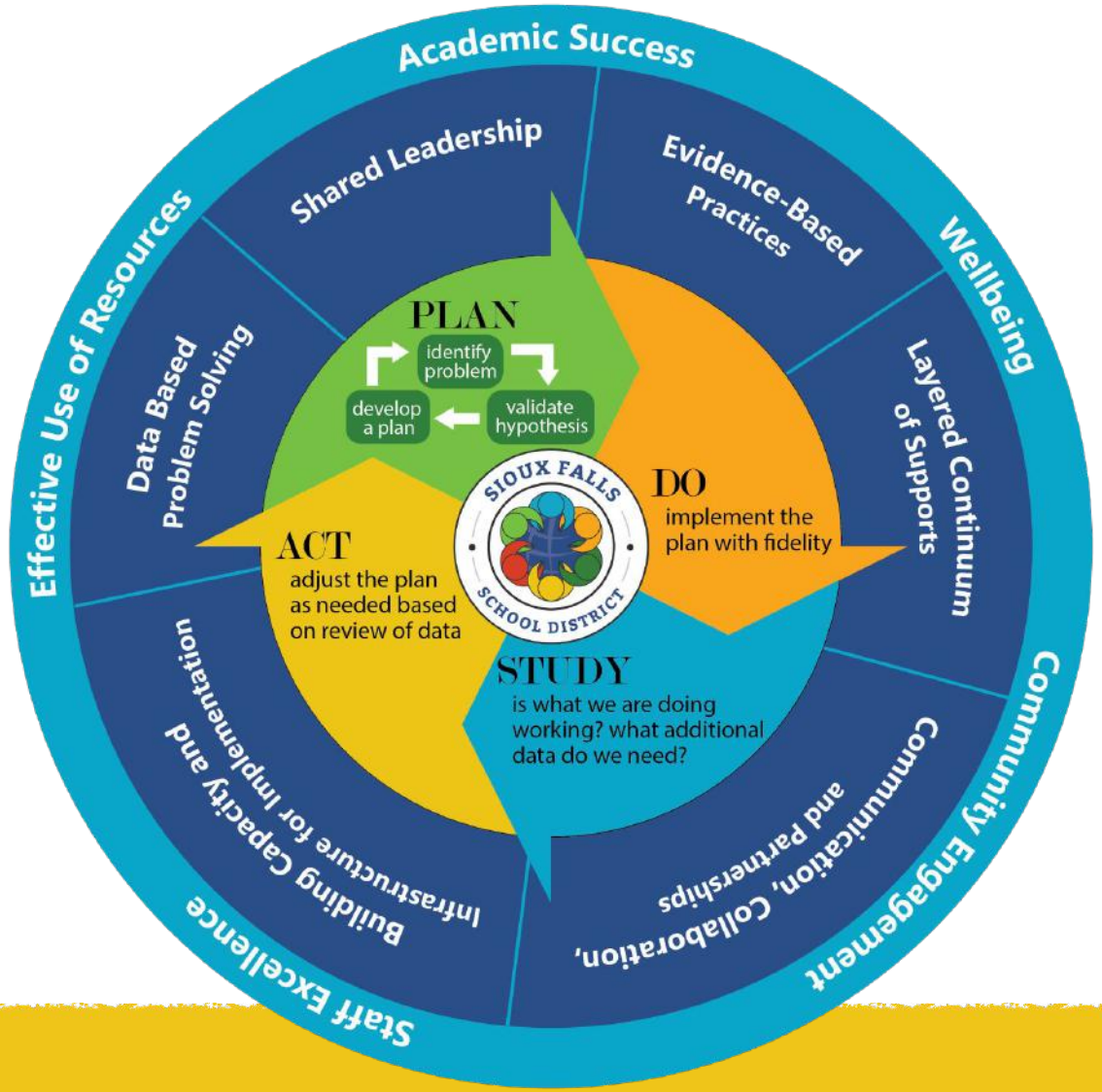
MARCH

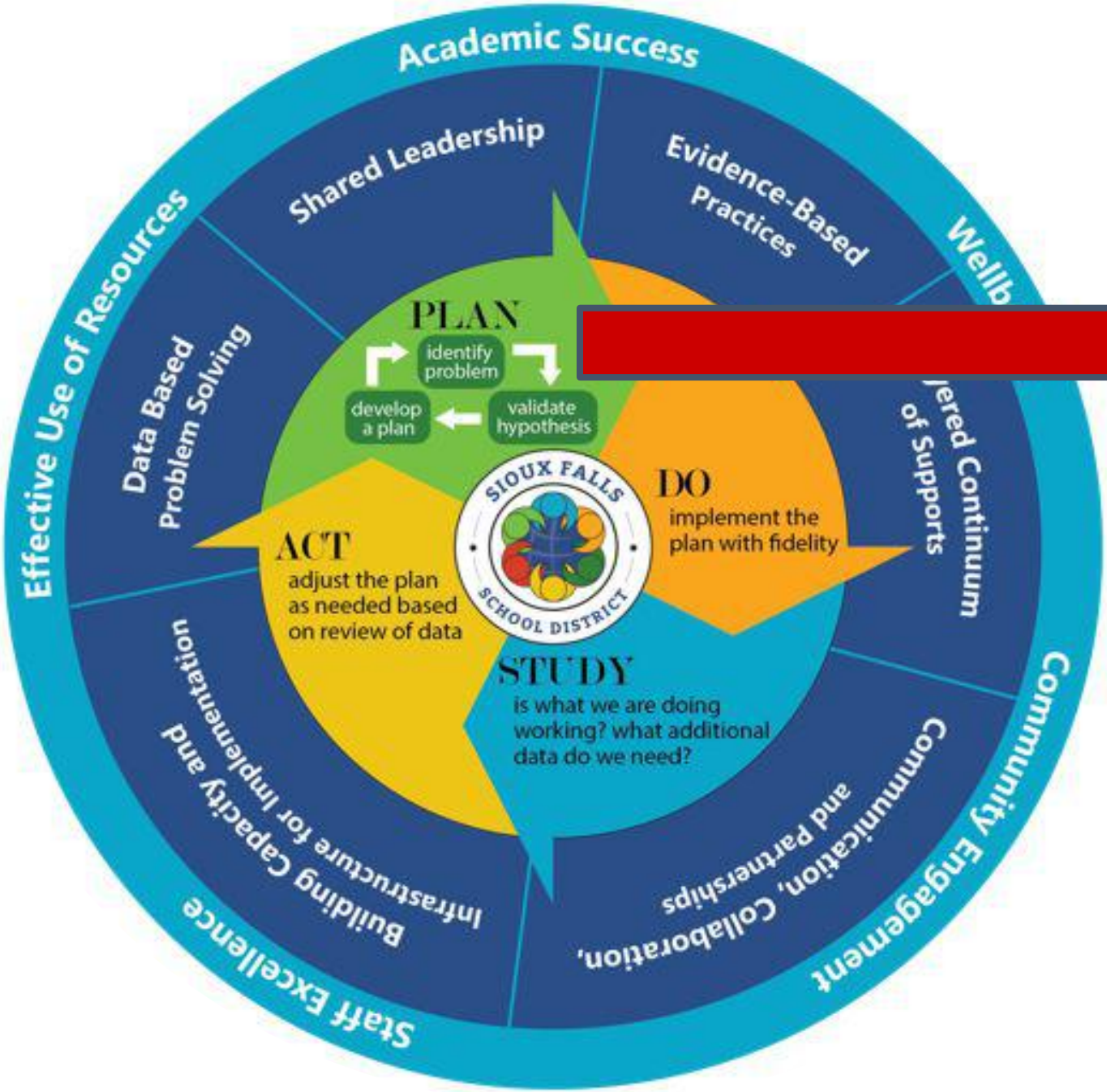
- Core beliefs, Culture, and Climate
- Documentation (Individual Student Problem Solving)

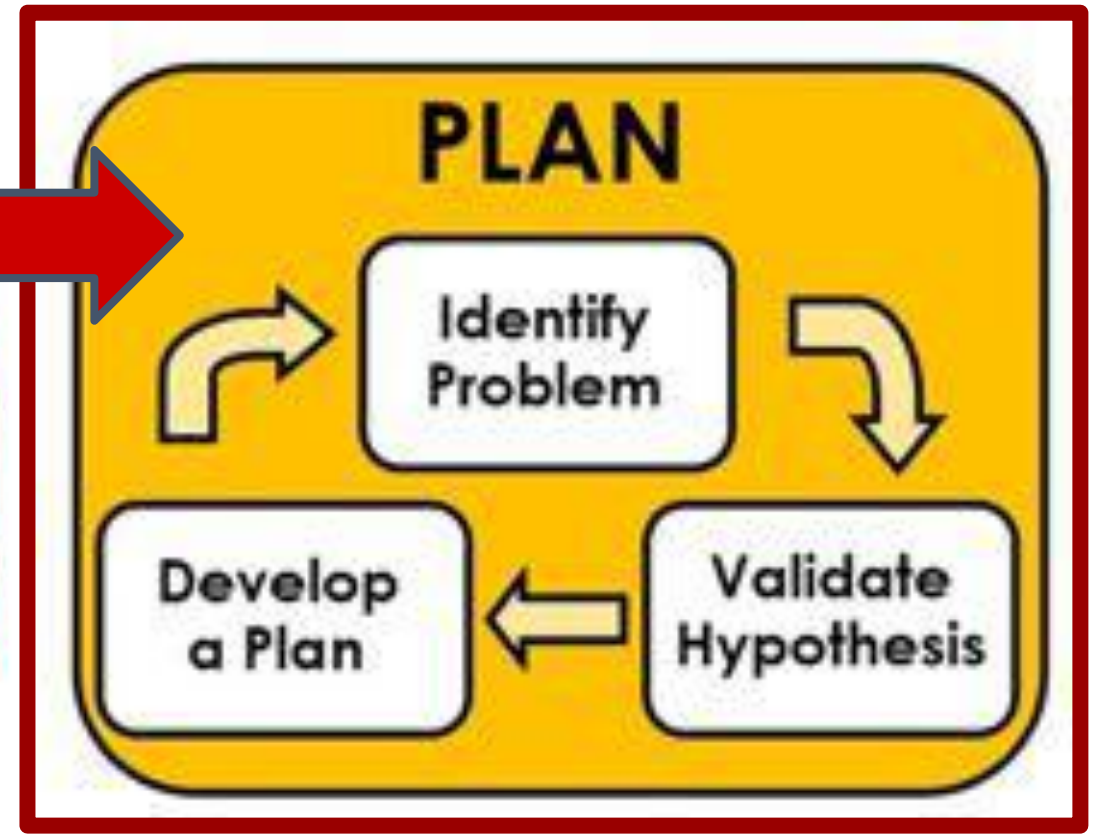
JUNE

- Layered Continuum of Support
- Development of Tool Shed

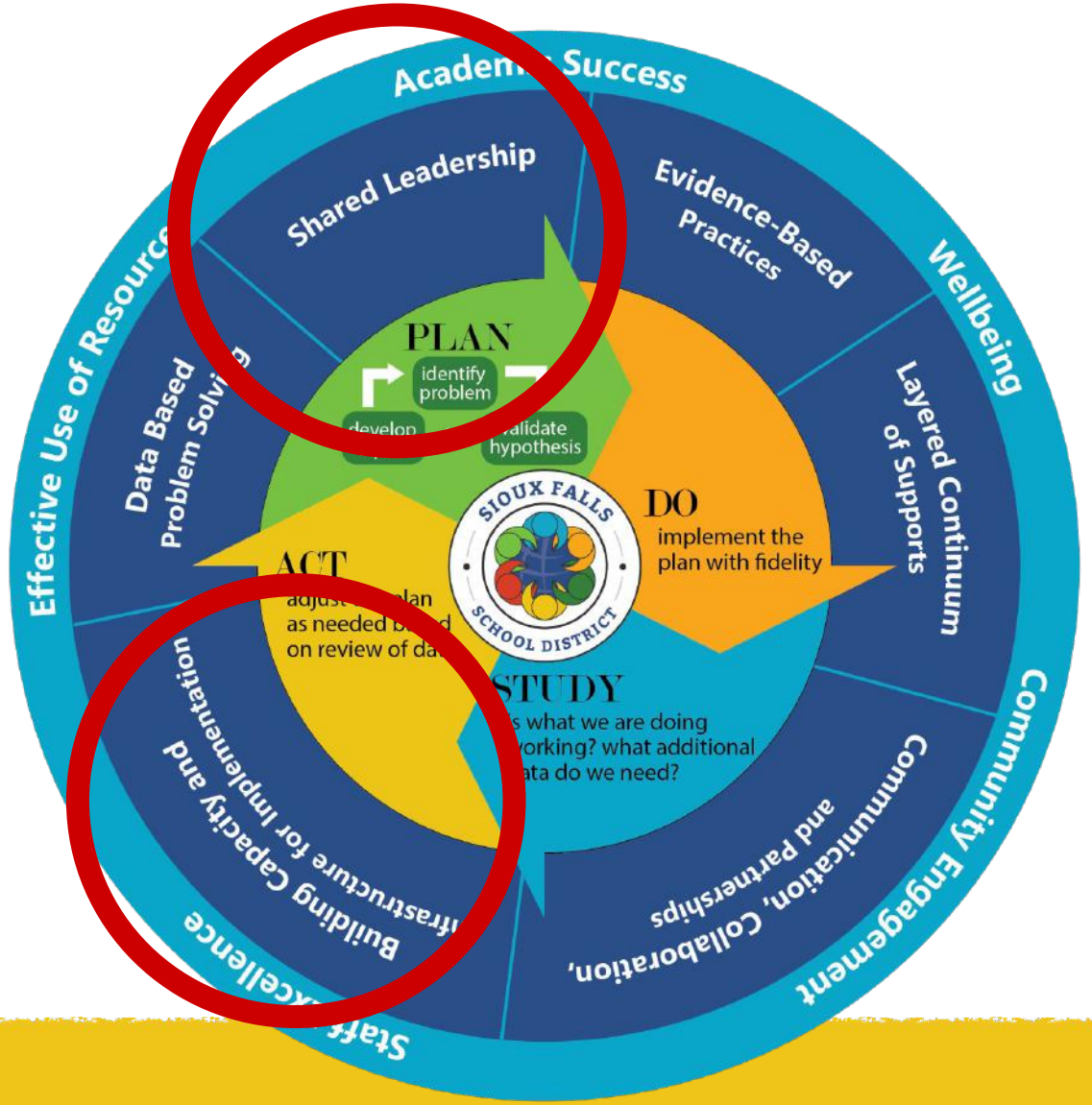
Problem Solving Model

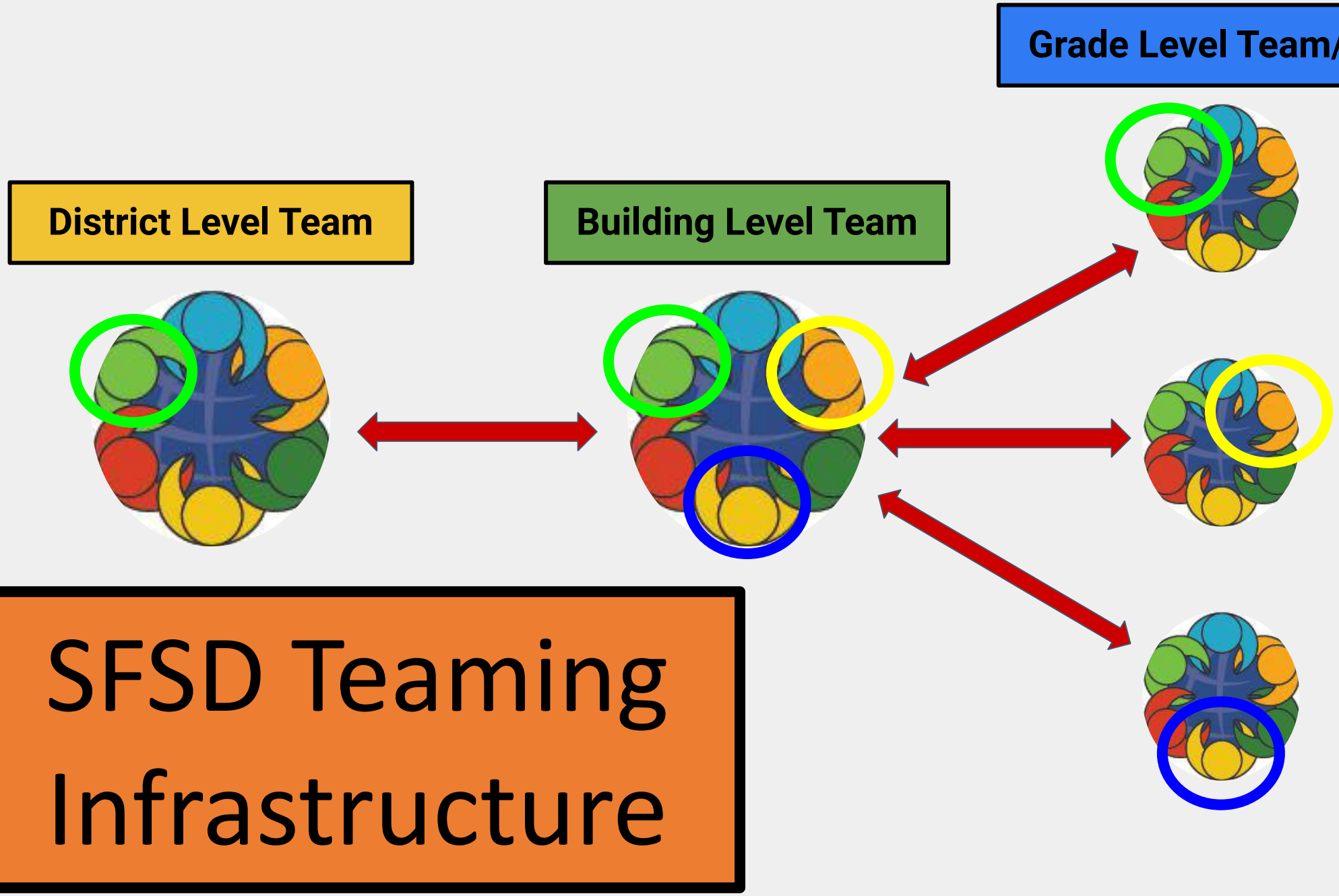


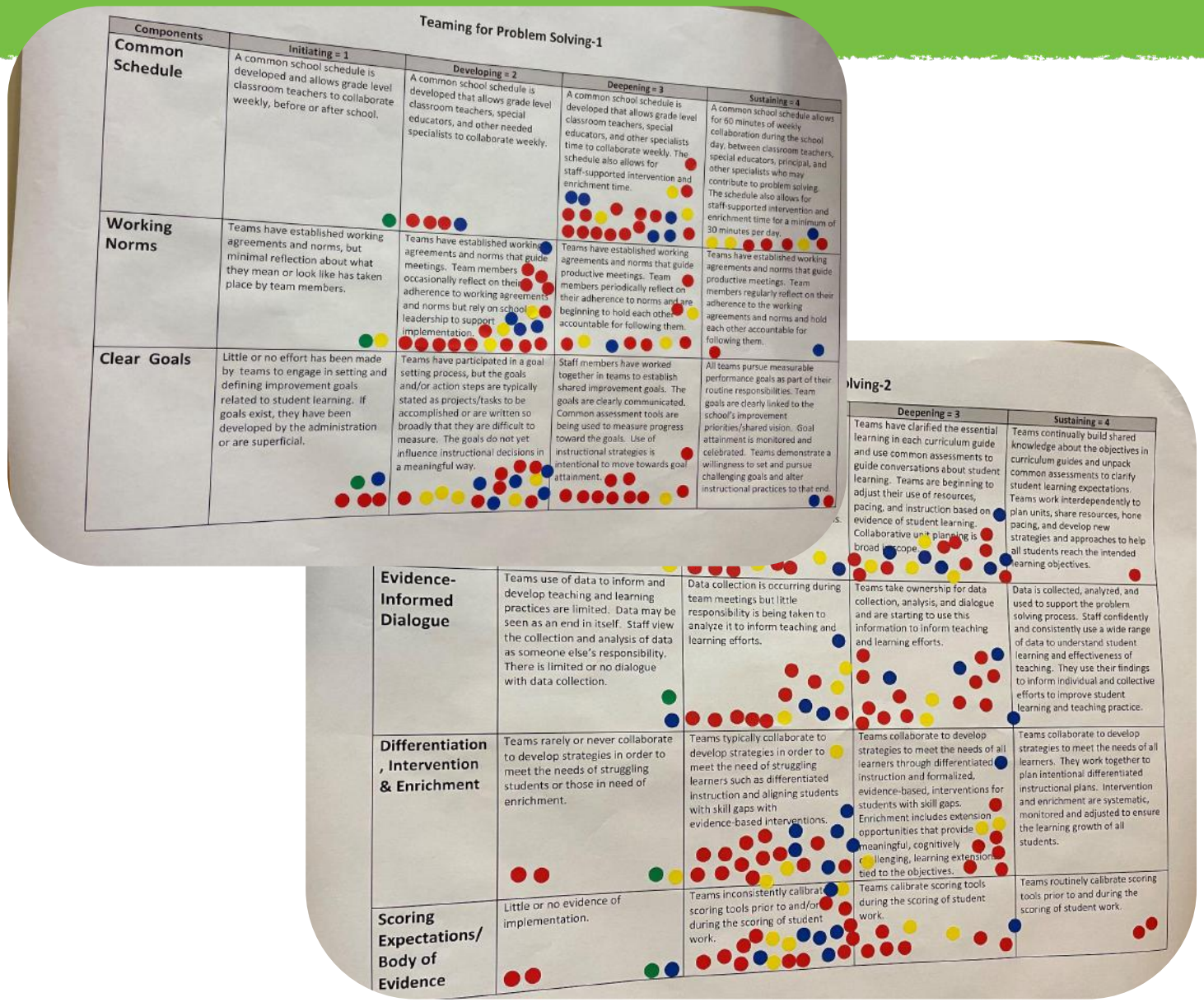

Academic Success
Shared Leadership
Evidence-Based Practices
Wellb
Effective Use of Resources
Data Based Problem Solving
PLAN
identify problem
develop a plan
validate hypothesis
DO
implement the plan with fidelity
ACT
adjust the plan as needed based on review of data
SIOUX FALLS SCHOOL DISTRICT
STUDY
is what we are doing working? what additional data do we need?
jered Continuum of Supports
Comm
Staff Excellence
Building Capacity and Infrastructure for Implementation
Communication, Collaboration, and Partnerships
Community Engagement


PLAN
Identify Problem
Validate Hypothesis
Develop a Plan

Building Capacity and Infrastructure, Shared Leadership




Grade Level Team/PLC
District Level Team
Building Level Team
SFSD Teaming Infrastructure



Teaming for Problem Solving-1

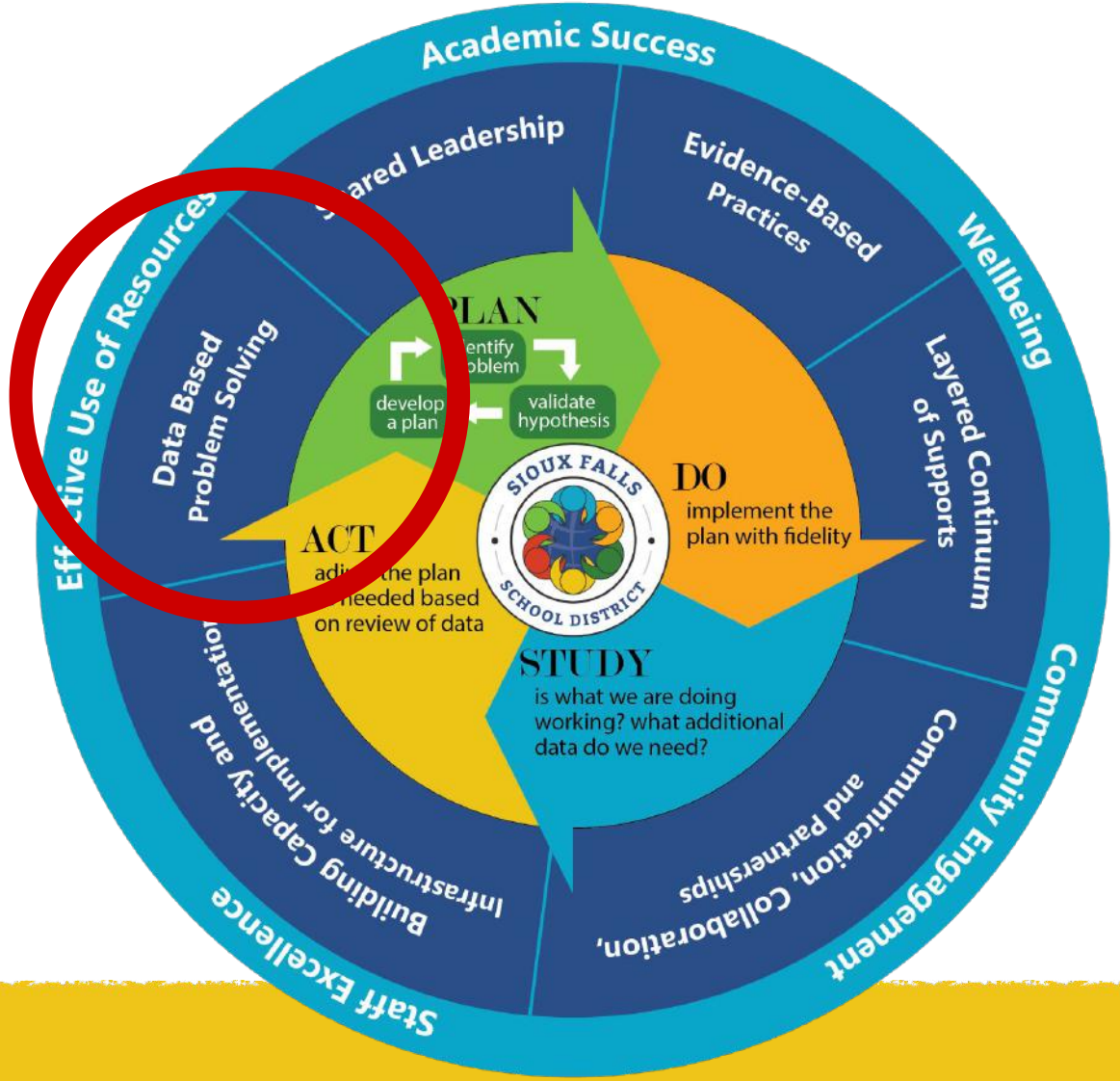
Components	Initiating = 1	Developing = 2	Deepening = 3	Sustaining = 4
Common Schedule	A common school schedule is developed and allows grade level classroom teachers to collaborate weekly, before or after school.	A common school schedule is developed that allows grade level classroom teachers, special educators, and other needed specialists to collaborate weekly.	A common school schedule is developed that allows grade level classroom teachers, special educators, and other specialists time to collaborate weekly. The schedule also allows for staff-supported intervention and enrichment time.	A common school schedule allows for 60 minutes of weekly collaboration during the school day, between classroom teachers, special educators, principal, and other specialists who may contribute to problem solving. The schedule also allows for staff-supported intervention and enrichment time for a minimum of 30 minutes per day.
Working Norms	Teams have established working agreements and norms, but minimal reflection about what they mean or look like has taken place by team members.	Teams have established working agreements and norms that guide meetings. Team members occasionally reflect on their adherence to working agreements and norms but rely on school leadership to support implementation.	Teams have established working agreements and norms that guide productive meetings. Team members periodically reflect on their adherence to norms and are beginning to hold each other accountable for following them.	Teams have established working agreements and norms that guide productive meetings. Team members regularly reflect on their adherence to the working agreements and norms and hold each other accountable for following them.
Clear Goals	Little or no effort has been made by teams to engage in setting and defining improvement goals related to student learning. If goals exist, they have been developed by the administration or are superficial.	Teams have participated in a goal setting process, but the goals and/or action steps are typically stated as projects/tasks to be accomplished or are written so broadly that they are difficult to measure. The goals do not yet influence instructional decisions in a meaningful way.	Staff members have worked together in teams to establish shared improvement goals. The goals are clearly communicated. Common assessment tools are being used to measure progress toward the goals. Use of instructional strategies is intentional to move towards goal attainment.	All teams pursue measurable performance goals as part of their routine responsibilities. Team goals are clearly linked to the school's improvement priorities/shared vision. Goal attainment is monitored and celebrated. Teams demonstrate a willingness to set and pursue challenging goals and alter instructional practices to that end.

lving-2

			Deepening = 3	Sustaining = 4
			Teams have clarified the essential learning in each curriculum guide and use common assessments to guide conversations about student learning. Teams are beginning to adjust their use of resources, pacing, and instruction based on evidence of student learning. Collaborative unit planning is broad in scope.	Teams continually build shared knowledge about the objectives in curriculum guides and unpack common assessments to clarify student learning expectations. Teams work interdependently to plan units, share resources, hone pacing, and develop new strategies and approaches to help all students reach the intended learning objectives.
Evidence-Informed Dialogue	Teams use of data to inform and develop teaching and learning practices are limited. Data may be seen as an end in itself. Staff view the collection and analysis of data as someone else's responsibility. There is limited or no dialogue with data collection.	Data collection is occurring during team meetings but little responsibility is being taken to analyze it to inform teaching and learning efforts.	Teams take ownership for data collection, analysis, and dialogue and are starting to use this information to inform teaching and learning efforts.	Data is collected, analyzed, and used to support the problem solving process. Staff confidently and consistently use a wide range of data to understand student learning and effectiveness of teaching. They use their findings to inform individual and collective efforts to improve student learning and teaching practice.
Differentiation, Intervention & Enrichment	Teams rarely or never collaborate to develop strategies in order to meet the needs of struggling students or those in need of enrichment.	Teams typically collaborate to develop strategies in order to meet the need of struggling learners such as differentiated instruction and aligning students with skill gaps with evidence-based interventions.	Teams collaborate to develop strategies to meet the needs of all learners through differentiated instruction and formalized, evidence-based, interventions for students with skill gaps. Enrichment includes extension opportunities that provide meaningful, cognitively challenging, learning extension tied to the objectives.	Teams collaborate to develop strategies to meet the needs of all learners. They work together to plan intentional differentiated instructional plans. Intervention and enrichment are systematic, monitored and adjusted to ensure the learning growth of all students.
Scoring Expectations/ Body of Evidence	Little or no evidence of implementation.	Teams inconsistently calibrate scoring tools prior to and/or during the scoring of student work.	Teams calibrate scoring tools during the scoring of student work.	Teams routinely calibrate scoring tools prior to and during the scoring of student work.

[Link to Teaming for Problem Solving Rubric]

Data Based Problem Solving



Data Based Problem Solving

Student Profile

Absenteeism Legend

Warning

Current Attendance Rate
95%

Total Behavior Events by Class				
CL1	CL2	CL3	CL4	Grand Total
2	2	7	1	12

Go to Behavior Detail

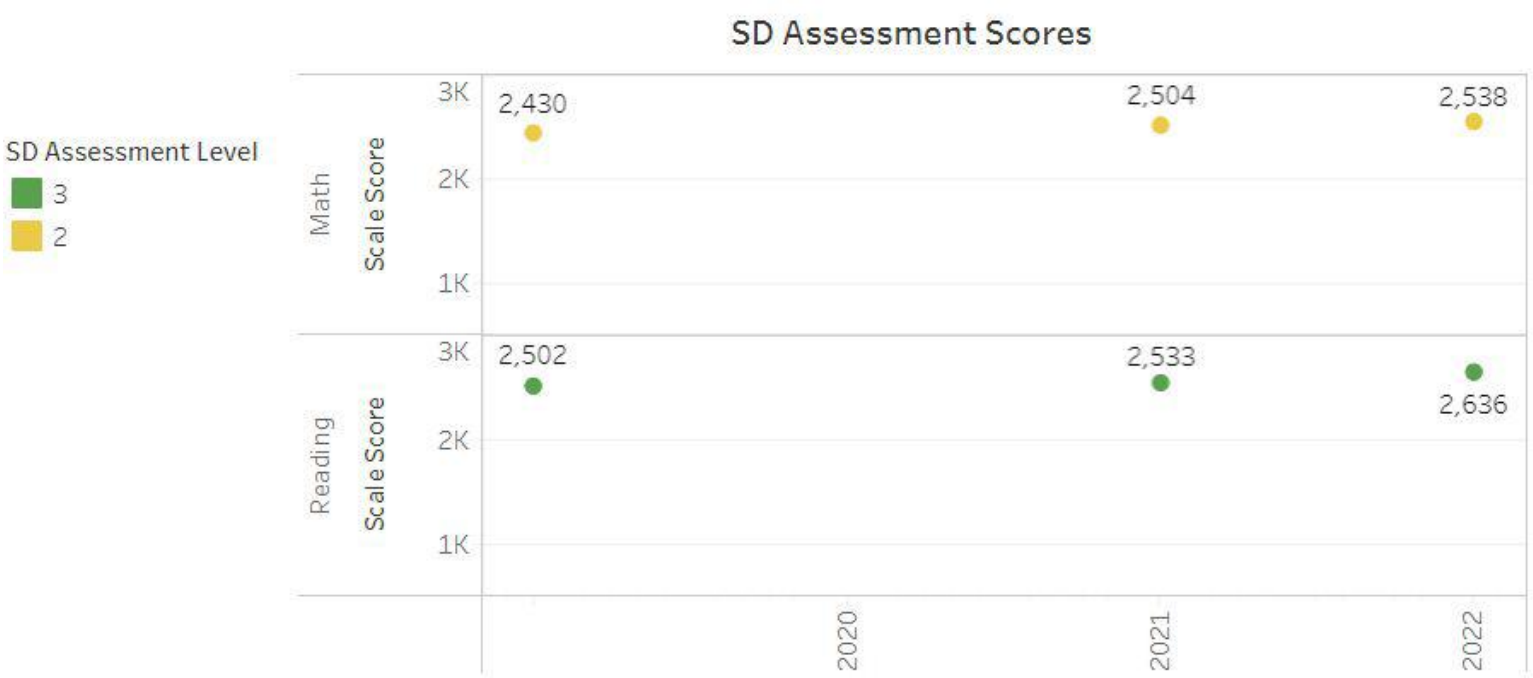
Total Credits

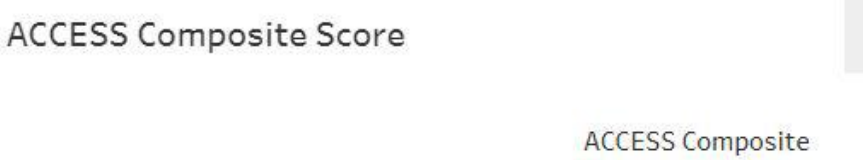
MAP Growth Scores

SD Assessment Scores

ACCESS Composite Score

Data Based Problem Solving





Balanced Assessment System

English Language Arts				
Assessment Name or Description	**Grade(s)**	**Purpose(s) of Assessment**	**Valid and Reliable for the Intended Purpose(s)** 1. **Does it accurately measure what it purports to measure?** 2. **Does it provide valid and reliable data you can trust to drive meaningful action?**	**Strengths/Weaknesses** • **Are results available in a timely manner?** • **Do staff trust the results?** • **Is the data readily used to plan for or modify instruction?**
		Screening Diagnostic Progress Monitoring Outcome		

Testing and Validating Hypotheses using the ICEL/RIOT Matrix

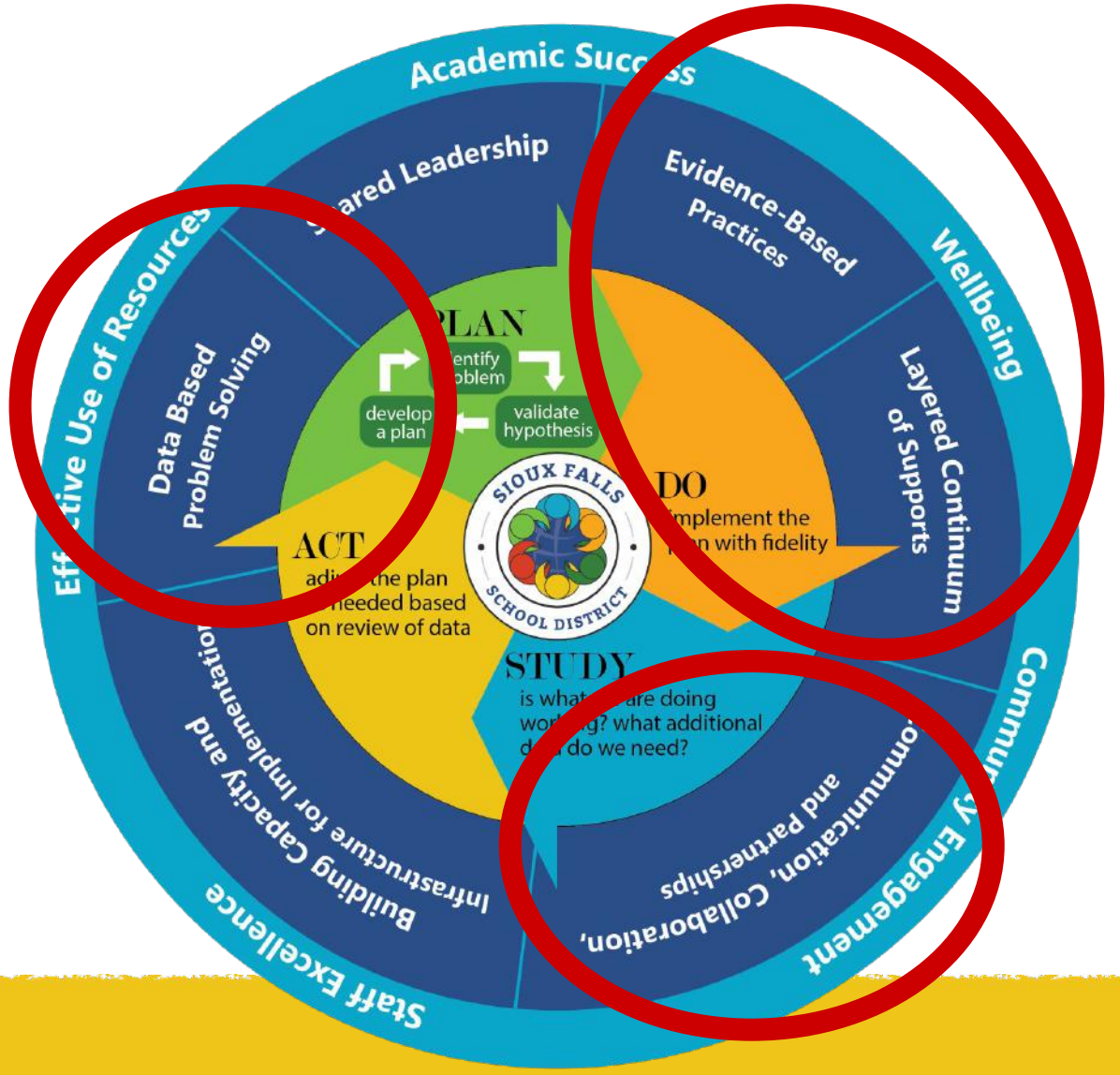
Key Domains of Learning		
I	**Instruction**	Instruction is **how** the curriculum is taught.
C	**Curriculum**	Curriculum refers to **what** is taught.
E	**Environment**	The environment is **where** the instruction takes place.
L	**Learner**	The learner is **who** is being taught.

Developing a Hypothesis requires teams to…

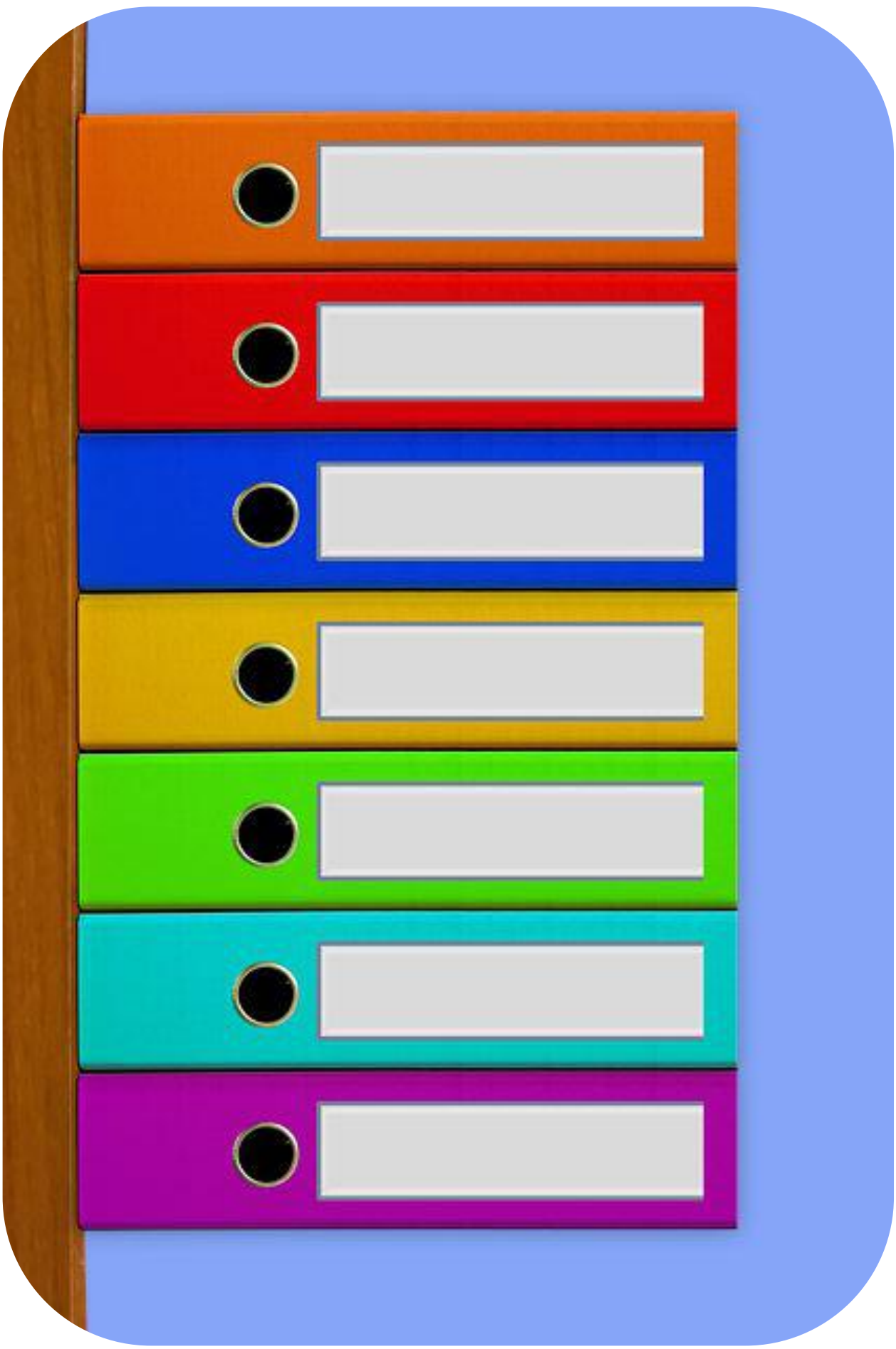
- **Answer**: Why isn't the goal being attained? Why is the desired behavior not occurring?
- **Identify** possible root causes
- **Analyze** and **Validate** supplemental data to support or refute each hypothesis

Adapted from Dr. Judy Elliott, Summit on School Climate and Culture (2016)

Multiple Essential Elements…



Documentation



District Problem Solving/Plan Documentation Form

SFSD Student Solution Referral Form

Vision, Hearing, Health, and EL concerns must be identified/ruled out at the start of the referral process

Student Name: Student ID: Grade: 504: ☐ EL: ☐ IEP: ☐
Date of Referral Creation: Referring Staff:

PLAN

(Identify the problem, validate hypothesis, develop a plan)

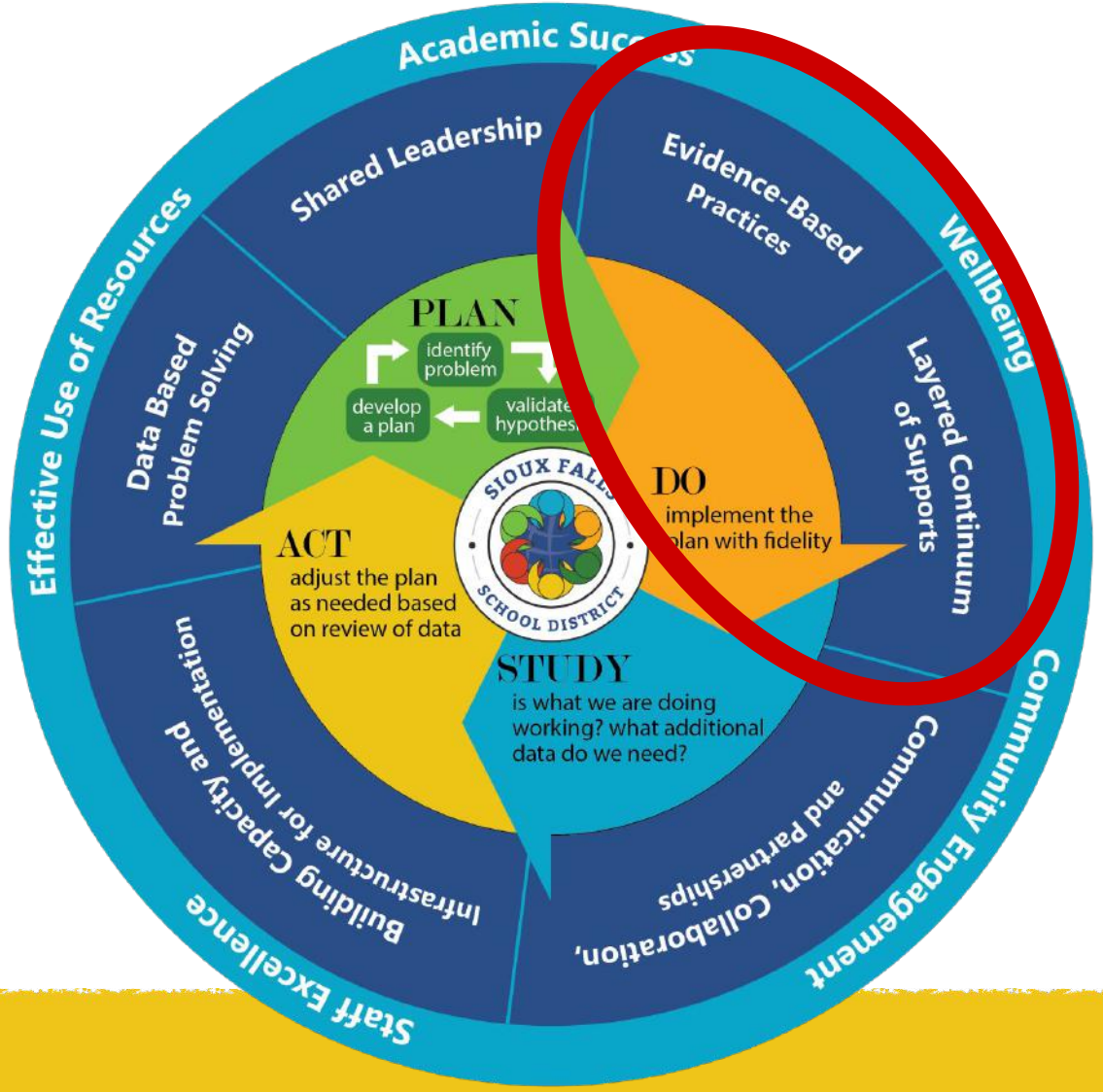
STEP ONE: IDENTIFY THE PROBLEM

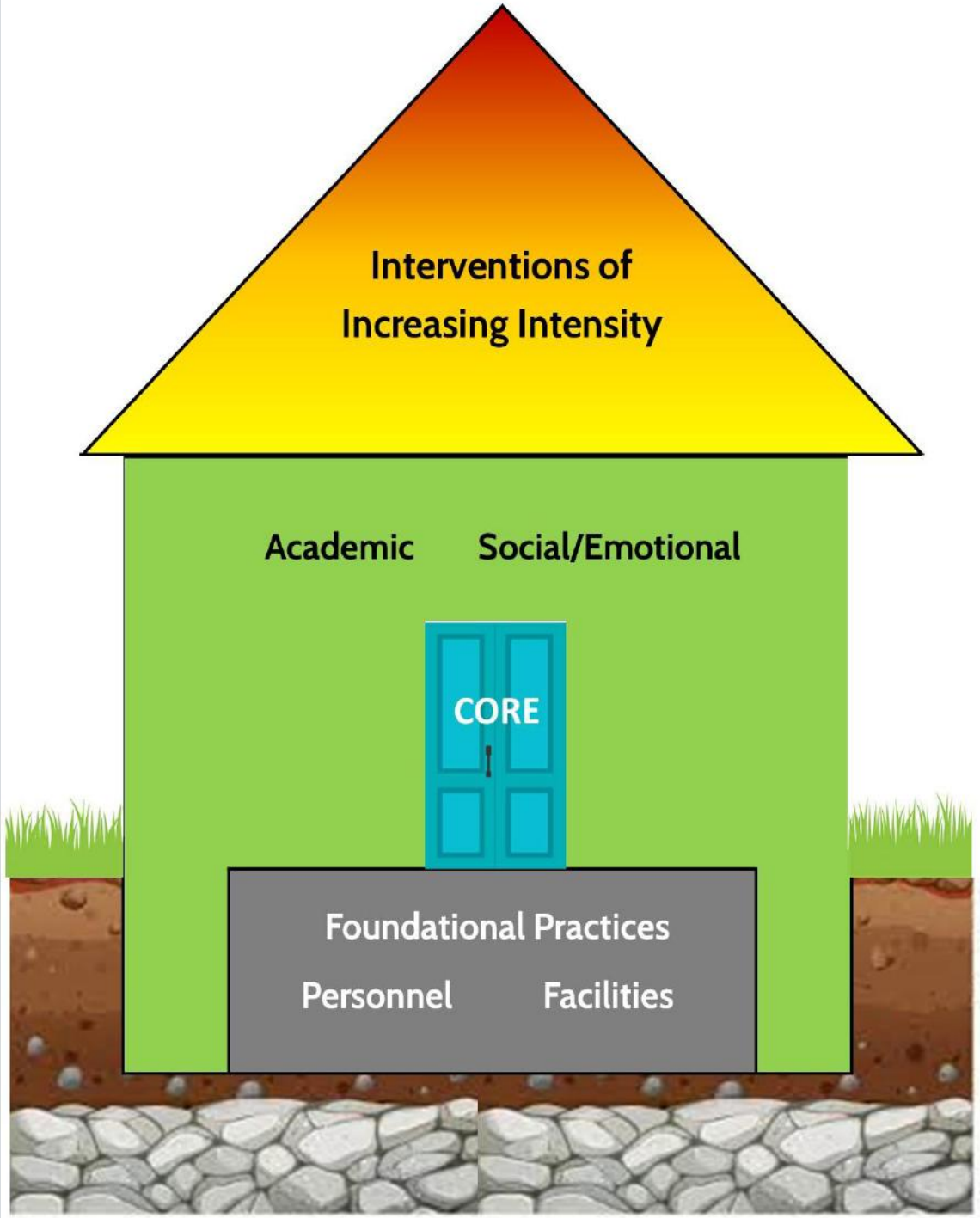
Indicate the areas of strength or concern that apply to this student in academics and/or behavior (check all that apply).

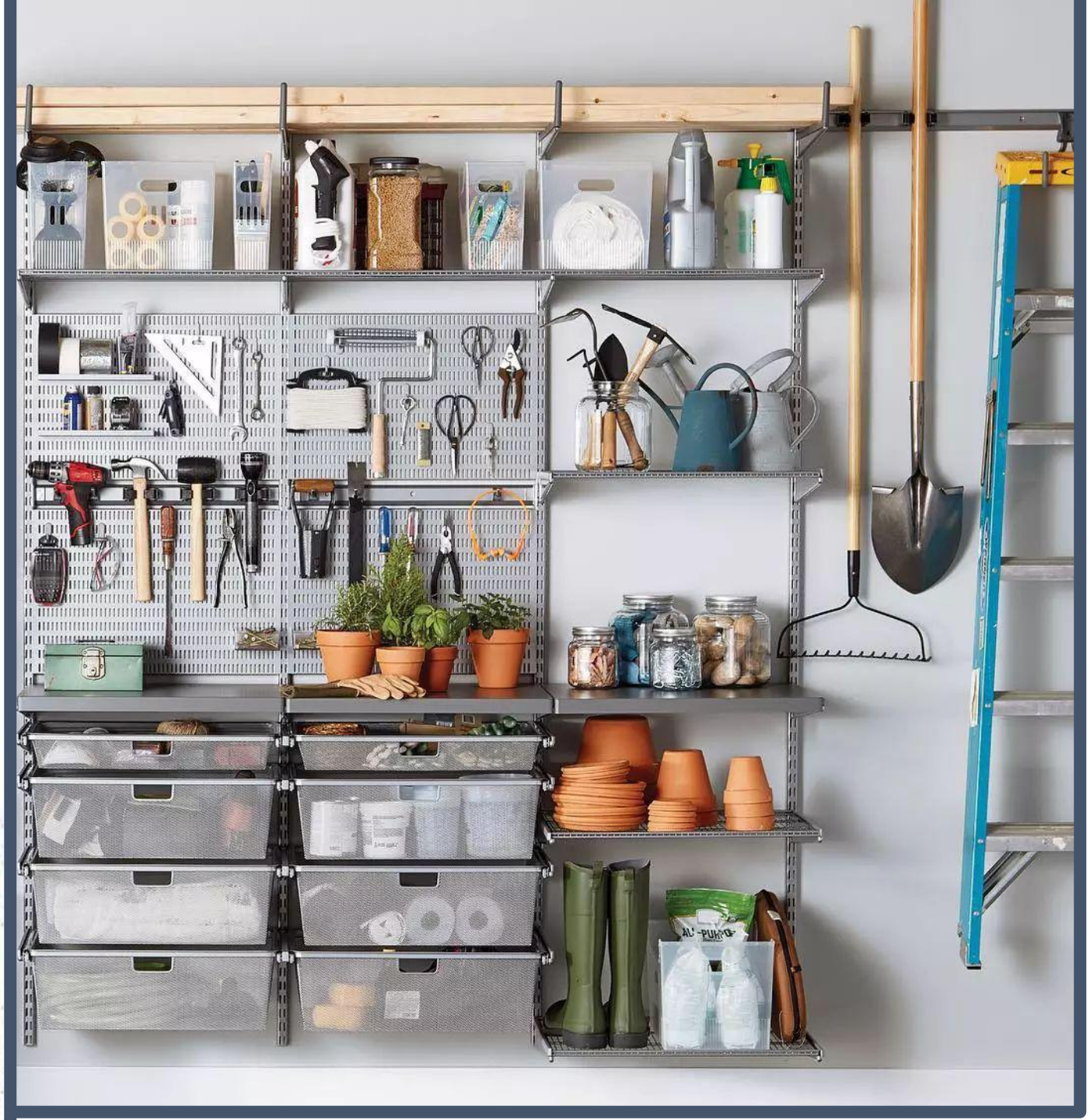
Academic Strengths:

❑ Reading (decoding)	❑ Math	❑ Fine Motor
❑ Reading Comprehension	❑ Listening Comprehension	❑ Sensory Concerns
❑ Reading Fluency	❑ Work Completion	❑ Skill Retention
❑ Written Expression	❑ Articulation/Language	❑ Generalization
❑ Writing Mechanics	❑ Gross Motor	❑ Other:

EBP, Layered Continuum of Supports




Interventions of
Increasing Intensity
Academic
Social/Emotional
CORE
Foundational Practices
Personnel
Facilities

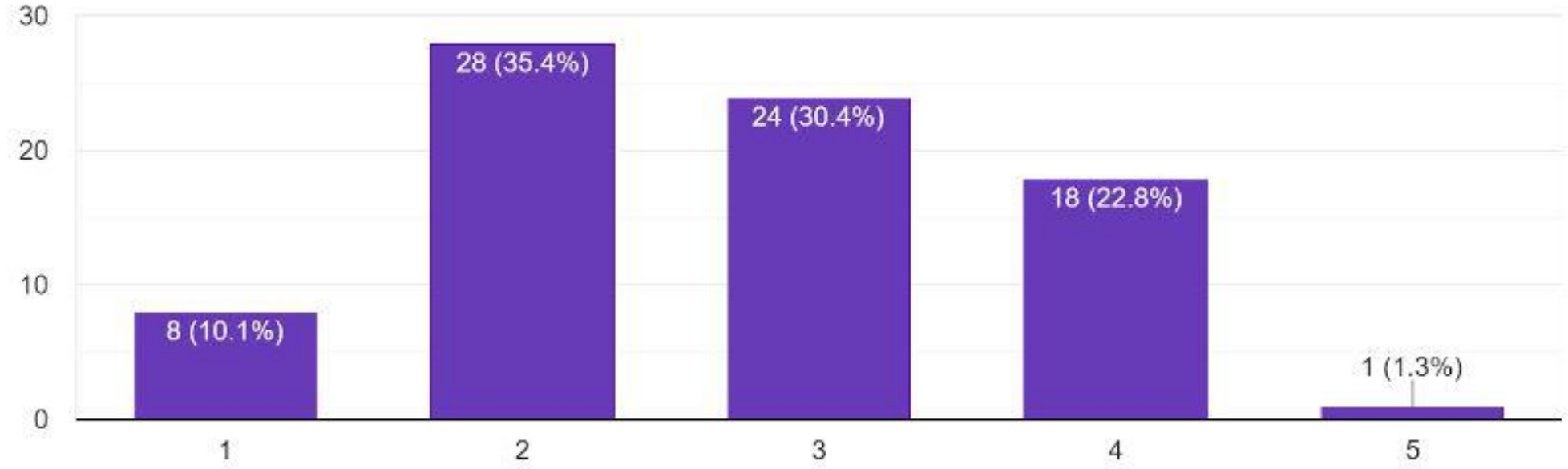


Other Considerations

- Built in opportunity for feedback, gathering perceptual data at the building level
- Provided tools for data analysis, core beliefs survey
- After each session, Admin had a task/activity to take back to their building

Staff who serve my school embrace the mindset that each student can learn to high levels.

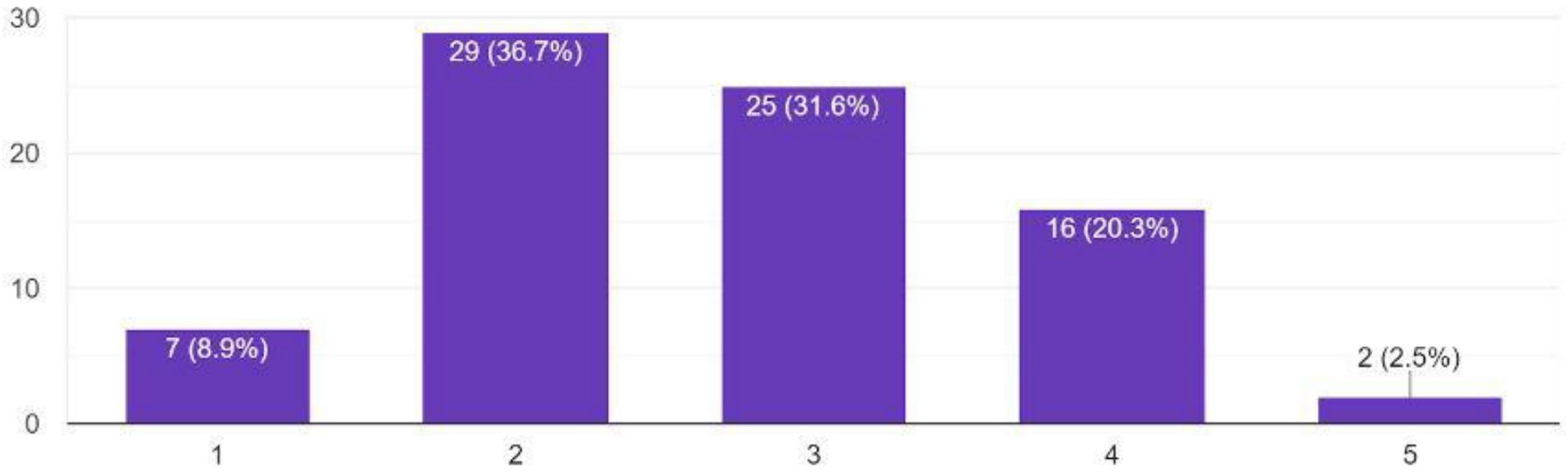
79 responses



STRONGLY AGREE **STRONGLY DISAGREE**

When I have a challenging student, I have the knowledge, support, and resources in place to meet their behavioral needs.

79 responses



STRONGLY AGREE **STRONGLY DISAGREE**

Data Analysis, Problem Analysis

Rose: Something positive/celebration

Bud: Emerging area; could become a rose or potentially shift to a thorn, depending on our response

Thorn: Something you might need help with or where you see opportunities for growth

What Squares with your thinking?

What are three significant things you took away from today?

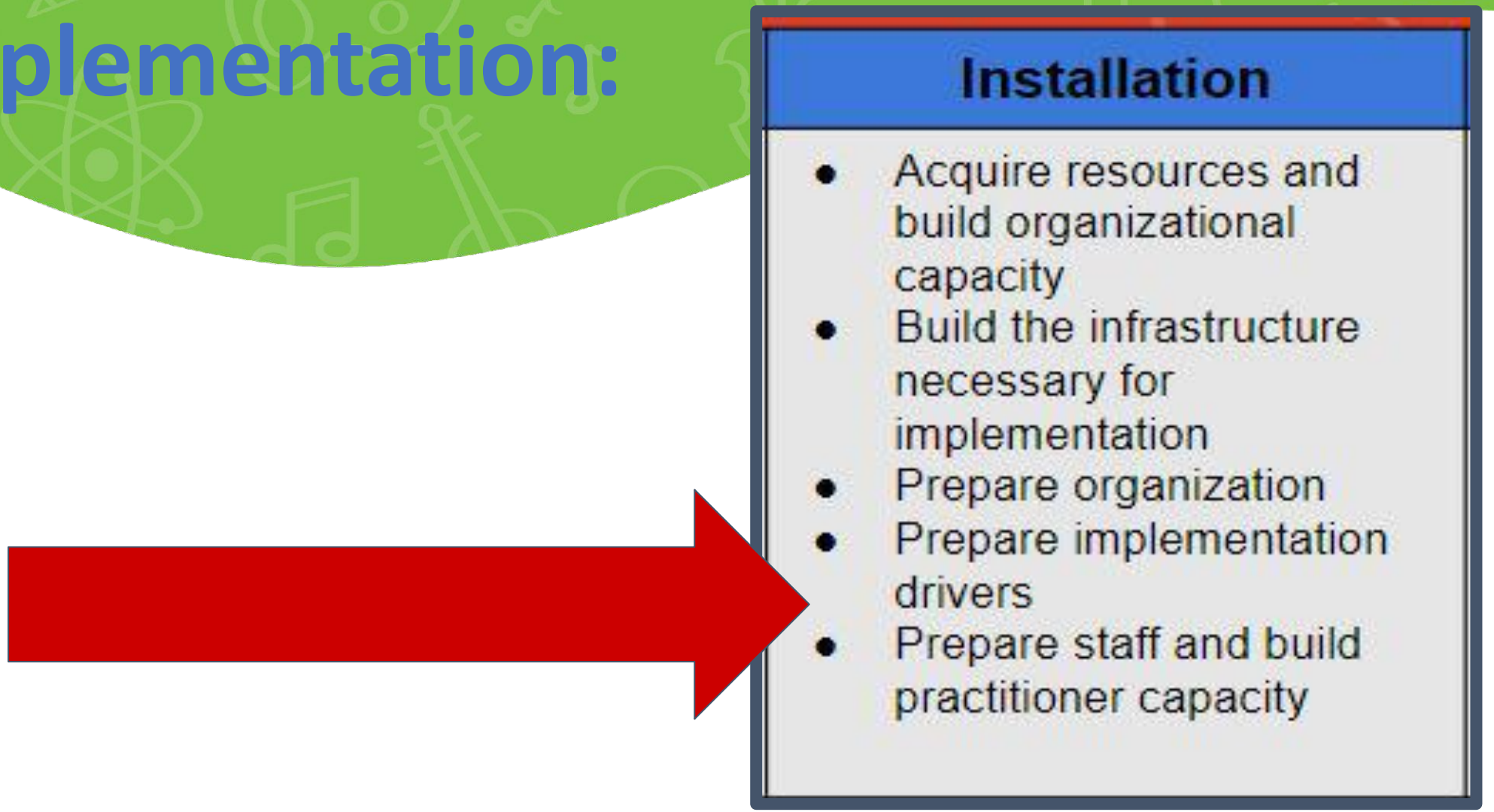
What continues to circle in your mind?

ORGANIZATIONAL PRINCIPLE 1
Organization and Evaluation
Professional Development and Recognition
ORGANIZATIONAL PRINCIPLE 6
Supervision, Peer Consultation, and Mentoring
ORGANIZATIONAL PRINCIPLE 5
Professional Communication
ORGANIZATIONAL PRINCIPLE 4
Physical, Personnel, and Fiscal Support
ORGANIZATIONAL PRINCIPLE 3
ORGANIZATIONAL PRINCIPLE 2
Climate
DOMAIN 1
Data-Based Decision Making
DOMAIN 2
Consultation and Collaboration
DOMAIN 3
Academic Interventions and Supports
DOMAIN 4
Mental and Behavioral Health Services
DOMAIN 5
School-Wide Practices to Promote Learning
DOMAIN 6
Services to Promote Safe and Supportive Schools
DOMAIN 7
Family, School, and Community Collaboration
DOMAIN 8
Equitable Practices for Diverse Populations
DOMAIN 9
Research and Evidence-Based Practice
DOMAIN 10
Legal, Ethical, and Professional Practice
PRACTICES THAT PERMEATE ALL SERVICES
DIRECT SERVICES: STUDENT-LEVEL
INDIRECT SERVICES: SYSTEMS-LEVEL
FOUNDATIONS OF SERVICE DELIVERY
NASP
PRACTICE MODEL
COMPREHENSIVE & INTEGRATED SCHOOL PSYCHOLOGICAL SERVICES
WWW.NASPONLINE.ORG

Questions about Year 1/Installation?

- Implementation of Problem Solving Process
- Common forms/documentation
- Introduction of PBIS district wide
- PBIS/MTSS Coaches (2)

Barriers and Facilitators to MTSS Implementation:



“While We are Removing the Silos, We Still Have to Store the Grain”

NIRN, 2018

Barrier: Technical vs. Adaptive Work

Technical:

Problems that, for the most part, we already know how to respond. We have the technical expertise to make the change.

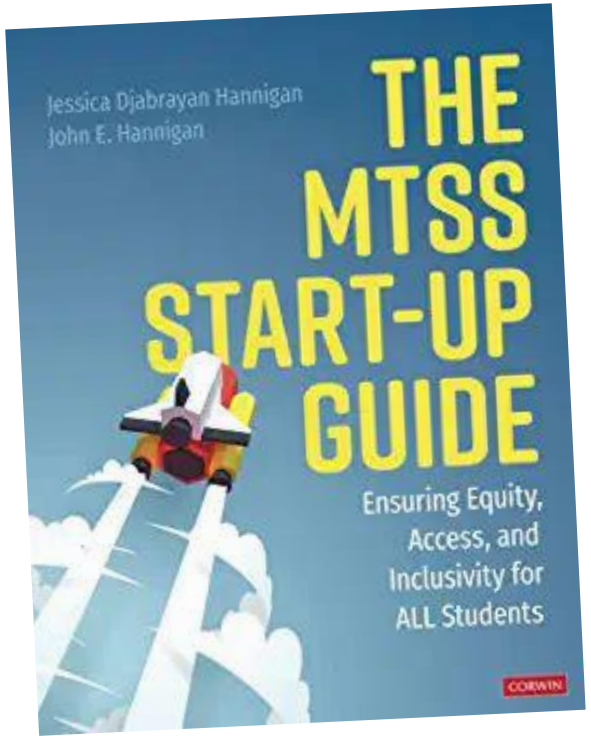
Adaptive:

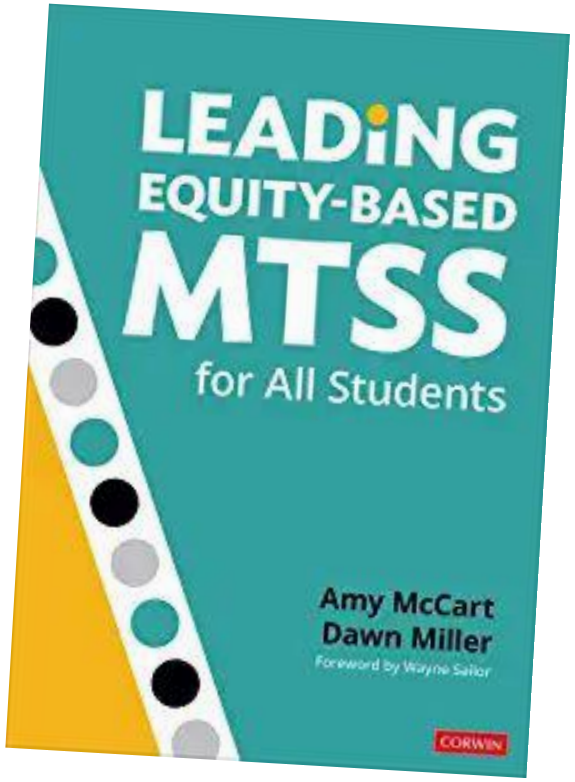
Requires learning, the problem may not be clear, there could be multiple, viable solutions. Technical solutions will NOT solve the problem.

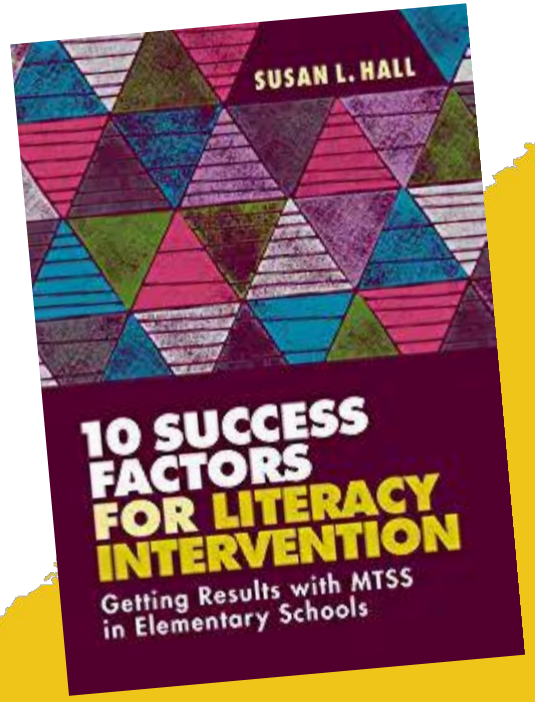
Facilitators:

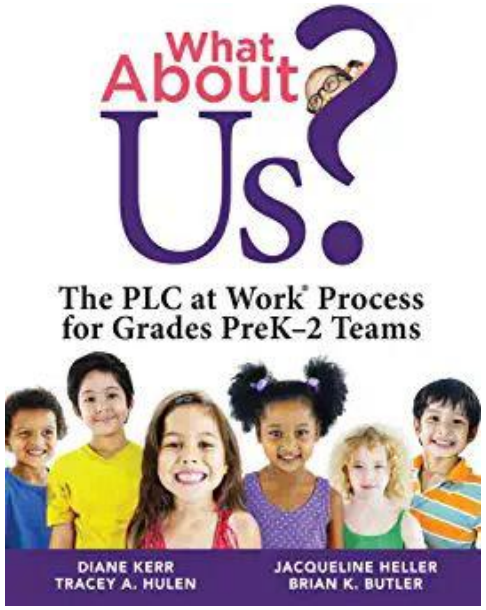
Infrastructure

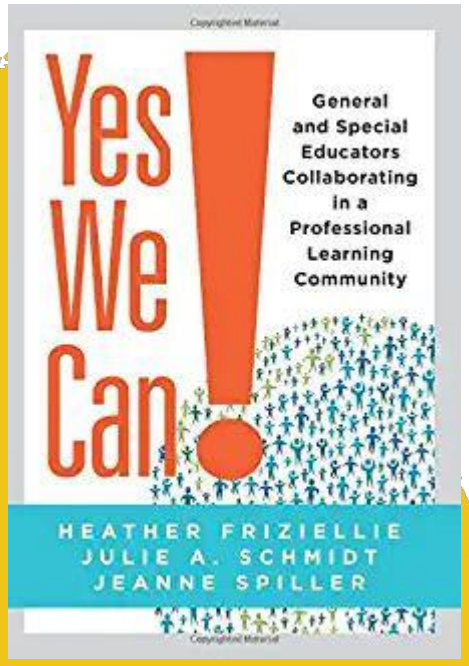
- Schedules
- Instructional and Behavioral Coaches
- Strong Leadership
- Communication

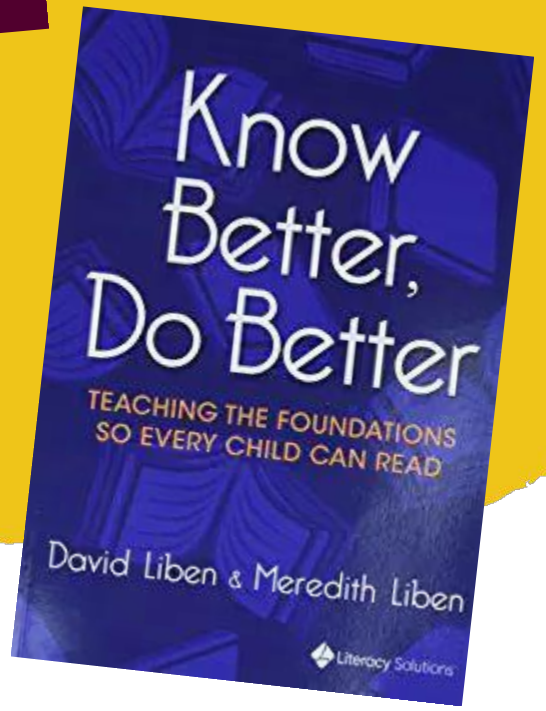

Jessica Djabrayan Hannigan
John E. Hannigan
THE MTSS START-UP GUIDE
Ensuring Equity, Access, and Inclusivity for ALL Students
CORWIN


LEADING EQUITY-BASED MTSS
for All Students
Amy McCart
Dawn Miller
Foreword by Wayne Sailor
CORWIN


SUSAN L. HALL
10 SUCCESS FACTORS FOR LITERACY INTERVENTION
Getting Results with MTSS in Elementary Schools


What About Us?
The PLC at Work® Process for Grades PreK–2 Teams
DIANE KERR
TRACEY A. HULEN
JACQUELINE HELLER
BRIAN K. BUTLER


Yes We Can!
General and Special Educators Collaborating in a Professional Learning Community
HEATHER FRIZIELLIE
JULIE A. SCHMIDT
JEANNE SPILLER


Know Better, Do Better
TEACHING THE FOUNDATIONS SO EVERY CHILD CAN READ
David Liben & Meredith Liben
Literacy Solutions

Questions?

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