Identifying and Eliminating Barriers to Student Achievement

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PROJECT AWARE STATE MANAGEMENT MEETING – OLYMPIA, WA
Shifting how we think...

What is it about the student that is causing the problem?

A within-child problem

What is it about the environment (school, home, and community) that represents (or not) optimal conditions for learning?

Focus on alterable variables
“Viewing academic struggles in isolation from external factors (e.g., issues occurring outside of school) has proven to be short-sighted and often unsuccessful” (Steen & Noguera 2010, p. 44).
Why do we need a coordinated and integrated continuum of supports?

- Challenging & changing school environments

- Risk producing conditions that act as barriers to learning and development and contributing to co-occurrence of academic, behavioral, health, and social issues

- “Wait to fail”: being reactive and crisis driven (costly and limited effectiveness – not getting to root of issues)

- Inequalities in terms of accessing supports

- Lack of coordination/communication across programs

- Fragmented and siloed
  - Multiple duplicative, overlapping initiatives, efforts, departments
  - Funding

- Decisions based on intuition, tradition, convenience to staff
Integrated Student Supports

- Integrated student supports (ISS) - a school-based approach to promoting students' academic success by securing and coordinating supports that target academic and non-academic barriers to achievement.

- ISS focuses on the needs of the whole child and can impact student achievement and behavior.

- Connecting home, school and community resources – increases the pool of supports for kids and families.

- Child Trends Report, 2014: a rigorous independent analysis of 9 ISS models (e.g., Communities in Schools, City Connects)

- 4SHB 1541 included the creation of the Washington Integrated Student Supports Protocol (WISSP) and workgroup to make policy recommendations.
Timeline to Integrated Student Supports Policy Recommendations and Implementation

- **January 2016** EOGOAC Report and Legislative Recommendations
- **March 2016** 4SHB 1541 Legislation Passed (included creation of Washington Integrated Student Support Protocol)
- **August 2016** Integrated Student Services Workgroup Established and Met Twice
- **September 2016** CISL ED (Andrea Cobb) and ISS Program Supervisor Hired
- **October 2016**
  - Legislative Report and Decision Package (Budget) Submitted
  - Third ISS Workgroup Meeting Held
- **November 2016**
  - WISSP Information Brief Developed
  - Surveys drafted for Districts, ESDs, and CBOs
- **January, March, and June 2017** Next ISS Workgroup Meetings
- **October 2017** Final Report to Legislature
ISS Theory of Change

Influential Factors:
- Student
- Family
- School
- Community

Core Components:
- Needs Assessment
- Community Partnerships
- Coordinated Student Support
- Integration within school
- Data tracking

Supports:
- Physical and mental health
- In-school and expanded learning time
- School Climate and Effectiveness
- Parent Education and Family Counseling
- Social Services for Families in Need

Short-Term Outcomes:
- Academic Outcomes
- Non-Academic Outcomes

Long-Term Outcomes:
- High School Graduation
- Post-Secondary Degree or Certification

Figure 1: Integrated Student Supports Theory of Change
Core Components of the WISSP

- Needs Assessment
- Integrated & Coordinated Student Support
- Community Partnerships
- Data Tracking

Adapted from Moore, K. 2014. Assessing the evidence for integrated student supports.
Customized
- Individualized
- Universal

Comprehensive
- Whole Child
- Multi-Tiered

Principles of Effective Practice

Continuous
- Systematic
- Accountable

Coordinated
- Intentional
- Organized

Walsh et al., 2016
Next Steps...

- Create **alignment across program** areas that are related to integrated student supports
- Co-construct the **message** about integrated student supports
- Continue to consult with **Child Trends**
- Develop a **strategy for engaging** families, schools and communities in the development of WISSP
- **Collect information** about how schools and community organizations are currently working together to blend and braid policies, professional development and funding
- Develop an **implementation plan** that focuses on delivering integrated student support within a **multi-tiered system** of promotion, prevention and intervention
- Make **policy** recommendations
Why alignment is important
(Horner, R. & Goodman, S., OSEP Conference July 2016)

New emphasis on “sustainability”, “equity”, and “efficiency” have heightened attention on the need for effective systems of alignment.

• Unaligned efforts are ineffective and inefficient and often inequitable.
• Doing many things, but none of them well – poor fidelity of implementation.
• In order for districts and schools to manage often complementary but sometimes competing initiatives/programs they need a way to effectively and efficiently organize all the academic and nonacademic learning supports their students need.
• Align at the state, district and building levels for integration to occur at the student level.

“We can’t assume because we train individuals in many things THEY will do the alignment and integration.”
Steve Goodman, Director MiBLSi
Multiple initiatives, programs, and practices to support student achievement

- Legislative priorities
- McKinney - Vento
- Social Emotional Learning
- Bullying Prevention
- Classroom Management
- Leveled Literacy
- Function based interventions
- School Safety
- Character Ed
- Equitable Classroom Practices
- Wraparound
- Secondary Transition
- Family Engagement
- Check In Check Out
- Data and Assessments
- Check and Connect
- Basic Needs
- Behavioral Health
- Restorative Practices
- Progress Monitoring
- College and Career Readiness
- Social Skills Instruction
- Effective Instruction
- Health/Nutrition
- Trauma Informed
- Behavioral Health
- Cultural Responsiveness
- Equitable Classroom Practices
- Multiple initiatives, programs, and practices to support student achievement

“...what is needed is an approach that can help connect existing efforts and systems across domains and integrate the support it is that is already provided to students into a seamless whole” (McIntosh & Goodman, 2016, p.4).
Washington Multi-tiered System of Supports

**Multi-tiered System of Supports** = Positive Behavior Intervention and Supports, Response to Intervention, Integrated Student Supports and Interconnected Systems Framework
Multi-Tiered System of Supports

From the Every Student Succeeds Act (ESSA) 2015

“a comprehensive continuum of evidence-based systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.”
## Traditional Approach vs. Multi-tiered System of Supports (MTSS) Approach

<table>
<thead>
<tr>
<th>Traditional Approach</th>
<th>Multi-tiered System of Supports (MTSS) Approach</th>
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<tbody>
<tr>
<td>Focus on students who need tier three supports (reactive).</td>
<td>Emphasis on Tier 1 supports (prevention).</td>
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<td>Wait for the need to arise for students to need intensive, individualized interventions.</td>
<td>Monitor data to ensure interventions are implemented early with rapid access to support.</td>
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<td>Use the most amount of time and resources for the smallest number of students.</td>
<td>Invest in prevention!</td>
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<tr>
<td>Guessing as to what the issues in the school are.</td>
<td>Using data and problem solving to drive decisions.</td>
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<td>Fragmentation/Parallel systems.</td>
<td>Alignment and integration through a whole school approach.</td>
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<tr>
<td>You might hear...</td>
<td>But actually...</td>
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<td>-------------------------------------------------------</td>
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<tr>
<td>MTSS is just for behavior or MTSS is just for academics.</td>
<td>MTSS is a framework that can be used for multiple student support domains.</td>
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<tr>
<td>MTSS is just a fad; it will go away soon.</td>
<td>MTSS is not a program – it is an approach used for problem solving.</td>
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<tr>
<td>MTSS is just one more thing.</td>
<td>MTSS is THE thing to help you organize, deliver and assess all your “things.”</td>
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<td>MTSS costs money and takes extra time school staff don’t have.</td>
<td>One goal of MTSS is to braid initiatives, identify and discontinue ineffective programs and redistribute funding to other effective supports, and address areas missing.</td>
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</tbody>
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Not another thing to add to the plate... **MTSS IS the plate**

What is on your menu of supports to help ALL students succeed?
MTSS as a Framework

• Without a Framework

• With a Framework

Source: Brian Gaunt, University of South Florida
George Sugai
Professor, Special Education, University of Connecticut
Director, Center for Behavioral Education and Research
Co-Director, National TA Center on PBIS

https://www.youtube.com/watch?v=aK-rBRvOXt8
4 Key Interconnected System Framework Messages

- Single System of Services and Supports
- Access is NOT enough
- Mental Health is for ALL
- MTSS essential to install SMH
MTSS: An efficient, effective, equitable, durable, and sustainable system focused on prevention.

Universal screening and continued progress monitoring

Continuum of evidence-based instruction, interventions, and assessments implemented with fidelity

Data-based problem solving and decision making

Team-driven shared leadership

Ongoing professional learning and coaching

Family, school, and community partnerships

Guiding Framework for School Improvement
An MTSS service delivery framework brings COHESION to student support services

Communication – articulate how initiatives align and fit together

Inventory and review services and supports

Problem solving mechanism

Organize partnership development (within district and community providers)

Individualize student supports

MTSS provides the framework for organizing, deploying and assessing the supports that will ensure student success by addressing the whole child through the creation of optimal learning conditions for all students.
Stairway of Successful Innovation

- Leadership
- Vision
- Inclusiveness
- Timeline
- Skills
- Resources
- Commitment
- Communication

Success
Disconnected
On and off
Not serious
Ineffective
Wandering
Silos
Confusion
Failure to Launch

Grant Lichtman, 2014; (expanded from M. Lippett, 1987 and T. Knoster, 1991)
“The use of effective interventions without implementation strategies is like serum without a syringe: the cure is available but the delivery system is not.”

Fixsen, Blasé, Duda, Naoom & VanDyke, 2010

Formula For Success

Effective Innovations $\times$ Effective Implementation $\times$ Enabling Contexts = Socially Significant Outcomes

http://nirn.fpg.unc.edu/
Active Implementation Frameworks

- **WHO**
  - Teams
- **WHEN**
  - Stages
- **WHAT**
  - Usable Interventions
- **HOW**
  - Drivers
  - Cycles
No Implementation Team

From “Letting it Happen”

14% 17 Years

Improvement in Intervention Outcomes

Implementation Team

To “Making it Happen”

80% 3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005
The Need to Be Plan-ful: Implementation occurs in stages:

- Exploration-Adoption
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Implementation is not an event, but a process involving multiple decisions, actions, and corrections designed to make full and effective use of innovations.
Barriers to learning go beyond academics.

Learning supports must be fully integrated into the school—including community-based and social service organizations.

MTSS is an efficient way to implement a multi-disciplinary approach (Integrated Student Supports) to maximize student achievement.

What is needed: Cross-sector alignment to connect the dots so students and their families have access to a continuum of educational, health, and social emotional supports, at the earliest sign of need.
Conferences

- **Northwest PBIS (NWPBIS)**
  - Advanced PBIS Coaching - January 20\textsuperscript{th} - Portland
    - Preconference “Integration of Culturally Responsive PBIS, Mental Health and Trauma Informed Practices” – Dr. Lucille Eber

- **Association for Positive Behavior Support Conference** – March 1 – 4 – Denver, Co (FREE Registration for Volunteers)

- **Kansas MTSS** – September 2017

- **National PBIS TA Center Leadership Forum** – September 28 -29, 2017 (FREE Registration for Volunteers)
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