

Keeping MTSS on Track

Addressing and Avoiding Errors in Implementation

The table below summarizes the most common implementation errors that can derail MTSS implementation. Common errors and their descriptions are listed. General solutions to address or repair the error and links to NC MTSS resources available to support these efforts are offered. For further information on the common implementation errors, descriptions, and how to repair and prevent future errors, the following resource is recommended:

VanDerHeyden, A.M., Tilly, D.W. III. (2016). *Keeping Rtl on Track: How to Identify, Repair and Prevent Mistakes That Derail Implementation*. LRP Publications.

Implementation error:	Signs that it occurred:	Repair/prevent future errors:	Relevant NC MTSS resources:
Implementation model is too loosely defined	<ul style="list-style-type: none"> - Getting results in some places, but not others; - Differences in results across schools; <p><i>"No consistency between sites, effects are variable, & supporting implementation is a nightmare b/c implementation is a moving target!"</i></p>	<ol style="list-style-type: none"> 1) Establish desired outcomes of implementation & establish a plan for implementation 2) Follow implementation data & outcomes to know when it is off-track 3) Align organization training activities and management procedures 	<p>District Team and School Team Milestones for Implementation</p> <p>Self-Assessment of MTSS (SAM)</p> <p>Cascading Supports from District to School</p>
Interventions are not managed well	<ul style="list-style-type: none"> - >10% of students have a failed response at Tier 2 and proceed to Tier 3 - >5% of student have a failed response following Tier 3 <p>NOTE: Suggested thresholds listed above may not be applicable for all settings</p>	<ol style="list-style-type: none"> 1) Road test intervention before deploying it 2) Ensure appropriate training of those delivering intervention 3) Provide a written protocol for intervention delivery 4) Provide all needed materials to implement the intervention 5) Monitor fidelity 6) Measure <i>integrity</i> of intervention implementation 7) When integrity is strong, adjust intervention and continue monitoring 	<p>Building an intervention system for early grades literacy</p> <p>Building an intervention system for later literacy</p> <p>Building an intervention system for math</p> <p>Building an intervention system for attendance/behavior/social-emotional skills</p> <p>Fidelity of intervention and instruction</p>

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The school tries to run too many Tier 3 interventions	<p>>20% of students are below criterion at screening >10% of students are eligible for Tier 3 according to local decision rules</p> <p>NOTE: Suggested thresholds listed above may not be applicable for all settings</p>	<ol style="list-style-type: none"> 1) Verify that screening data are adequate 2) Examine patterns in screening data 3) Ensure the following are arranged for optimal learning: <ul style="list-style-type: none"> - classroom conditions - teacher-student interaction - consequences during and outside of instruction 4) Gradewide, class wide, and small-group interventions have been implemented with integrity 5) Distinguish tiers by intensity 6) Expect/plan for errors in intervention implementation 7) Ensure decisions correspond to data and decision rules 	<p>Intervention Resource Planning Tool Data Decision Rules Guidance</p>
The results are poor or are not known	<ul style="list-style-type: none"> - No data on student learning outcomes by class, grade, school - No disaggregated student learning data by demographic characteristics of students - No means of measuring progress toward system goals or making “apples -to-apples” comparisons 	<ol style="list-style-type: none"> 1) Set priorities 2) Follow & revise your implementation plan 3) Monitor & respond to key outcome indicators 4) Troubleshoot various components of implementation 5) Cultivate a culture of accurate implementation 	<p>Measuring Intervention Effectiveness Data Decision Rules Guidance</p>

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	- No evidence of MTSS implementation		
The implementation has lost momentum after some period of initial enthusiasm	<ul style="list-style-type: none"> - Absences from implementation meetings - No data, no follow-through - Signs of integrity problems surface - Suggestions of new model begin to surface 	<ol style="list-style-type: none"> 1) Use data for multiple purposes <ul style="list-style-type: none"> - Resource allocation - Instructional time allocation - Rewarding teacher and student performance - Evaluate supplemental resources (e.g., Title 1) - Evaluate purchased programs 2) Use data to evaluate the efficiency of assessment systems <ul style="list-style-type: none"> - Brief & time efficient - Reliable - Valid - Accurate & efficient basis for decision-making 	Student Assessment Guidelines NC MTSS Belief Survey Self-Assessment of MTSS (SAM)
Implementers feel stuck at a phase of implementation (paralysis by analysis)	<ul style="list-style-type: none"> - Long delays between decisions - Large numbers of students for whom decisions have not been made - Begun implementation without committing to an implementation plan that specifies operational details of MTSS 	<ol style="list-style-type: none"> 1) Start small and expand with quality 2) Track student performance data as you go 3) If answer is unknown, try something and measure, monitor and adjust 	Monitoring Core Support Key Problem Solving Questions

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	<ul style="list-style-type: none"> - Contemplating implementation for >1 year 		
Scaling has outpaced capacity for effective implementation (Too big, too fast)	<ul style="list-style-type: none"> - Different schools are getting different results - Rates of intervention failure are high - New teachers do not know how to implement procedures - Data are frequently missing - Decisions are made that do not correspond to the data - Long delays between decisions are occurring - Demand is outpacing ability to deliver - Coaches do not have sufficient knowledge and skills 	<ol style="list-style-type: none"> 1) Ensure that implementation is not dependent on one person 2) Integrate data on implementation and student learning outcomes in all decisions 3) Integrate professional development and personnel evaluations with MTSS 4) Integrate assessments for efficiency 5) Integrate intervention resources for efficiency 6) Integrate program evaluation or system improvement with MTSS data and decision-making 	Implementation Stages Importance of School Implementation Team/School Leadership Team School Teaming Structures Data Decision Rules Guidance