MTSS Effectiveness Proposal

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Executive Summary

Gaston County Schools (GCS) is a subsystem of the NCDPI supersystem and is the 9th largest school system in North Carolina. In this analysis, two low performing GCS elementary schools where students are performing at an under 40% proficiency on their end of grade exams (EOGs) were reviewed to determine the effectiveness of the MTSS training. Surveys were conducted to determine where possible breakdown of implementation is occurring and if further training is needed.

Compared with the Tier 1 state standards, it was found that teachers have a 11% gap of teaching and meeting the needs of their classroom population. Compared with the Tier 2 state standards of students who need supplemental supports in addition to intervention, a gap of 12% of students to the positive side was found. And compared with the Tier 3 state standards on students who need intensive supports in addition to supplemental and core instruction, a gap of 2% of students to the positive side was identified. Are students not getting referred because of a lack of knowledge on MTSS and how to implement MTSS?

Teachers also are required to collect data points in order to recommend students for referral for testing for Exceptional Child (EC) placement. A front-end analysis was conducted. Results from the analysis showed that 6.3% of the school staff surveyed had problems with knowledge on data and data points. In researching, the data referring to the data points that are collected and how the knowledge of the MTSS system is measured or evaluated were not located.

The recommended solution at this time based on the analysis is creation of a digital flowchart that guides the user through the MTSS implementation process. The reasons this solution was chosen are it will take minimal time to create, have minimal costs, is a quick resolution job aid that can be used now, and will give staff access to hyperlinks to guide the user directly to the page or intervention that is needed for MTSS referral or intervention.

Also, continuation of the monthly MTSS committee and weekly Tier 2 meetings are highly recommended for continued communication, education, and staff support of the MTSS process.

Another recommendation to consider would be the creation of self-paced eLearning modules, although it is not highly recommended at this time due to the high cost of development and the time that it will take for design and development.

Problem Statement

The Gaston County School District has 55 schools with a total of 31,484 students. It utilizes the Multi-Tiered System of Supports (MTSS) to identify and respond to students needing academic and/or behavioral interventions to be successful in school. This past school year the graduation rate for the district decreased from 88.3% in 2017 to 85.6% in 2018. Out of the 29 elementary schools in the district, only 18 of the schools saw an increase in student proficiency.(Gaston County Schools, 2018) In each school, only 10% of the population should be in the Exceptional Children (EC) class. Our data showed that one of the schools analyzed has a population of 16% in the EC class. That is 70 students out of 450 students total.

Out of the teachers surveyed, 10.6% of them were unsure how to implement MTSS procedures correctly or appropriately document the data needed to accurately reflect what is needed for student-tiered interventions in the areas of academics (reading, math) and/or (mis)behaviors. Also, 8 out of 10 surveyed were not sure where to find research-based interventions. Overall, if the MTSS process is implemented correctly, the overall district graduation rate and elementary school proficiency rate would increase.

Proposed Solutions and Rationale

The recommended solution at this time based on the analysis is creation of a digital flowchart that guides the user through the MTSS implementation process. The reasons this solution was chosen are it will take minimal time to create, have minimal costs, is a quick resolution job aid that can be used now, and will give staff access to hyperlinks to guide the user directly to the page or intervention that is needed for MTSS referral or intervention. Its use can bring visual clarity to the MTSS process steps. This tool can visualize multiple sequences within a single document and provide a pictorial or graphical presentation of the entire MTSS system. Staff would have instant access to the flowchart resulting in a quick solution to the confusions of MTSS implementation and where to find necessary resources.

A flowchart detailing the procedure for maneuvering through the MTSS process will be available to staff in an electronic format accessible to all staff online. The flow chart will include state and district resources hyperlinked for staff to reference during each and every aspect of MTSS. Each stage of MTSS will have step-by-step procedures and supports for tier identification, researched-based interventions and data-point collection.

Also, continuation of monthly MTSS committee and weekly Tier 2 meetings are highly recommended for continued communication, education, and staff support of the MTSS process.

Tier 2 meetings during PLCs (Professional Learning Communities) which are already in place, give the staff an opportunity to discuss and share resources with others. Conducting the tier 2 meetings during PLCS are cost effective. These meetings give the grade level an opportunity to discuss and share resources with others. The facilitator, who also attends the other grade level PLCs, has a chance to share what other grade levels discussed that may be beneficial to everyone.This can be created via Google Suites which is already in use in the Gaston County Schools system. There are other software options for building flowcharts available online to choose from some of which include Articulate 360, Visme, Quora, Microsoft, and PowerPoint just to name a few.

MTSS committee meetings help recognize Tier 3 students which assist teachers with implementing correct interventions and provides information needed to successfully administer the interventions. Each school has a MTSS committee that consists of a representative from each grade level, support staff and administration. These meetings are used to ensure that teachers know when to make a referral, what interventions to use, and when to present the data points for testing.

Products

The design and development of the following product is recommended to implement the recommended solution.

Solution	Product	Description
Design, develop and implement job aid	MTSS Flowchart	A flow chart detailing the procedure for maneuvering through the MTSS process will be available to staff in an electronic format accessible to all staff online. The flow chart will include state and district resources hyperlinked for staff to reference during each and every aspect of MTSS. Each stage of MTSS will have step by step procedures and supports for tier identification, researched-based interventions and data-point collection.

Project Description

The planning, design, development, implementation and evaluation of the project will occur in seven phases. The project requires a team of four people to complete (see Appendix 2). It is estimated that it will take approximately seven months, from June 1, 2019 to December 31, 2019, to complete the project. The total project budget is estimated to cost $70,634.00. A detailed description of each phase of the project is below. The major project milestones and activities are provided (see Appendix 1). The estimated cost is based on outsourced teams. GCS has a team that is qualified to complete these phases (see Appendix 3).

Phase One: Create Project Team
(June 1, 2019 to June 14, 2019)

Tasks	**Resources**
• Choose Design Team • Choose Development Team • Designate SME • Choose Evaluation Team • Choose Implementation Team	• Project manager
Estimated cost: $1,400	

In phase one, the project manager will obtain approval from the school board for the proposed project. After approval has been obtained, the manager will then proceed to choose the staff for each team. Some of the staff members will work on multiple teams corresponding with each other throughout the project creation and also in bi-weekly meetings. The teams will consist of a design team, a development team, SME, and all of these members including the project manager will be part of the evaluation and implementation team.

Phase Two: Create Plan Development Document
(June 15, 2019 to July 7, 2019)

Tasks	**Resources**
• Create Vision • Create Milestone Events	• Project Manager • Instructional Designer

• Create Tables and Charts	
Estimated cost: $3900	

In Phase Two, the project manager along with the teams will collaborate together to create an agreed upon vision and discuss what the exact mission of the team is. They will review the front-end analysis presented by the UNCW MIT students. At this point, a list of milestone events documenting each step in the process will be created. They will discuss what resources they can utilize to proceed with the project, the timeline, logistics, and any additional costs they may foresee. This will enlighten them to any adjustments that may need to be made to the project plan ahead of time.

Phase Three: Arrange Logistics
(July 8, 2019 to July 22, 2019)

Tasks	**Resources**

• Designate Workshop Location
  ○ Arrange Workshop Space
• Equipment
  ○ Arrange Presentation Equipment
  ○ Copier
  ○ Phone
  ○ Desks
  ○ Computers
  ○ Software
  ○ Internet/WiFi
• Supplies
  ○ Offices Supplies
	• Project manager
	• Instructional Designer
	• Instructional Developer
	• SME

Estimated cost: $5484	

In phase three, the Project Manager, the Instructional Designer, the Instructional Developer and the SME will work together to find and furnish an appropriate work space. Each person of the team will design their own workspace. They will make sure they have available any supplies and equipment that will be needed to complete the project.

Phase 4: Design
(July 23, 2019 to September 22, 2019)

Tasks	Resources
● Plan Content ○ Consult SME Team ○ Program objectives ○ Formative test items ○ Summative test items ● Design Graphics	● Project Manager ● Instructional Designer ● SME
Estimated cost: $14,300	

In phase four, the Project Manager, the Instructional Designer and the SME will work together to plan the content. The Instructional Designer and the Project Manager will create summative and formative evaluation that are inline with the program objectives that are created. The Instructional Designer will design graphics that will be used in the program. The SME will be consulted at different times during the phase for validity.

Phase Five: Develop
(September 23, 2019 to November 7, 2019)

Tasks	Resources
● 1st Draft Products ● Conduct Formative Evaluation ● Revise Materials ● Complete Final Draft	● Project Manager ● Instructional Designer ● Instructional Developer ● SME
Estimated cost: $17,850	

In step five, the instructional designer and instructional developer will collaborate together on creating the flowchart. They will consult with the SME for any links to information that they need to put in each section of the flowchart.

Phase Six: Implement
(November 8, 2019 to November 28, 2019)

Tasks	Resources
• Conduct Workshop • Conduct Formative Evaluation • Evaluate Workshop • Prepare Awareness Activities	• Project Manager • Instructional Designer • Instructional Developer • SME
Estimated cost: $17,850	

In phase six, the instructional designer will conduct the workshop. The project manager, instructional designer, instructional developer and SME will will conduct formative evaluations and make revisions as necessary. The workshop will be evaluated by all parties involved. Awareness activities will be prepared

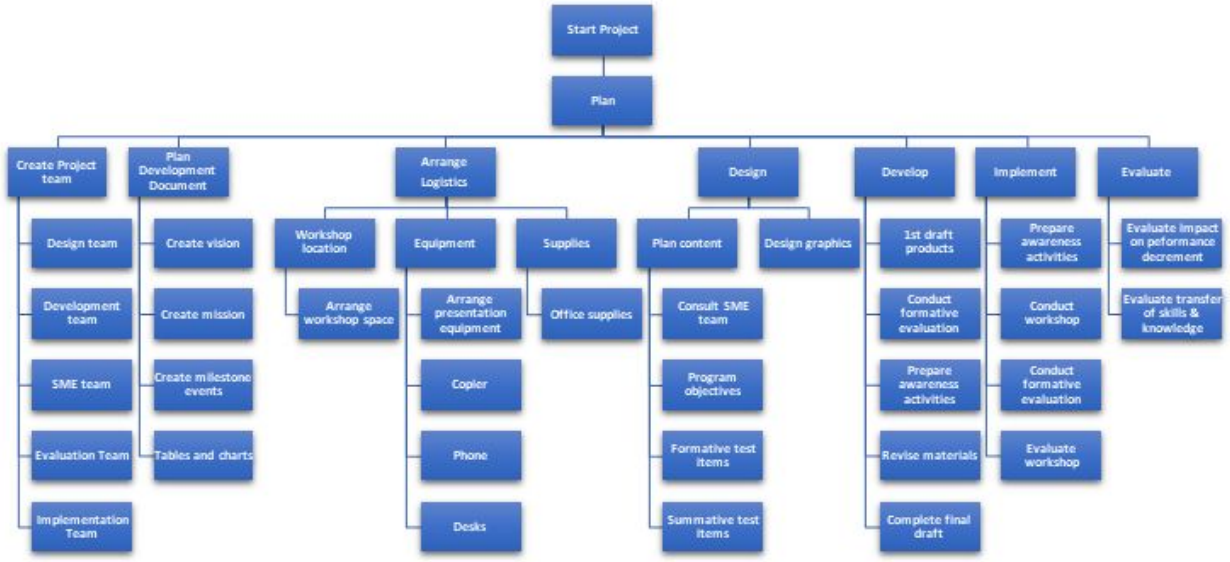
Phase Seven: Evaluate
(November 29, 2019 to December 31, 2019)

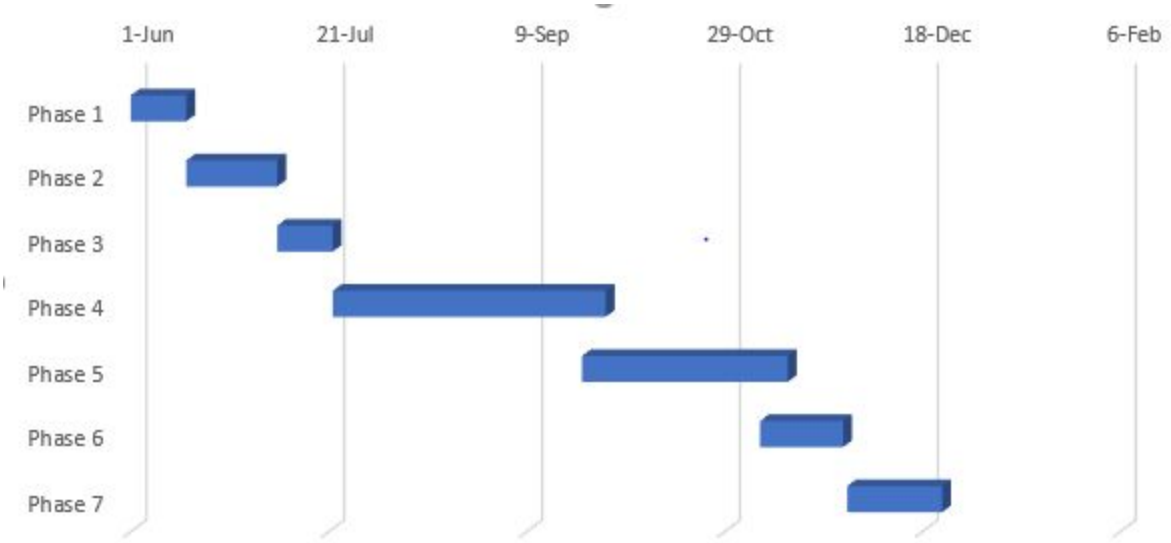
Tasks	Resources
• Evaluate Impact on Performance Decrement • Evaluate Transfer of Skills & Knowledge	• Project Manager • Instructional Designer • Instructional Developer • SME
Estimated cost: $8200.00	

In phase 7, the Project Manager, Instructional Designer, Instructional Developer and SME will create surveys, conduct observations and conduct interviews to evaluate the impact the workshop had on the performance decrement. They will also evaluate the transfer of skills and knowledge that the training had on the participants.

Appendices

Appendix 1. Milestone Events and Activities





Appendix 2. Staffing Plan

Phase	Color
Phase 1: Create Project Teams	
Phase 2: Create Plan Development Document	
Phase 3: Arrange Logistics	
Phase 4: Design	
Phase 5: Develop	
Phase 6: Implement	
Phase 7: Evaluate	

Phase 1 6/1-6/14	Phase 2 6/15-7/7	Phase 3 7/8-7/22	Phase 4 7/22-8/22	Phase 5 8/23 - 11/7	Phase 6 11/7-11/28	Phase 7 11/29-12/31

Task	Activity	Required Personnel			
		SME	Instructional Developer	Instructional Designer	Project Manager
June 1, 2019 - June 14, 2019					
Choose Development Team	Plan				x
	Do				x
	Check				x
Choose SME	Plan				x
	Do				x
	Check				x
Choose Implementation Team	Plan				x
	Do				x

	Check				x
Choose Evaluation Team	Plan				x
	Do				x
	Check				x
June 15, 2019 - July 7, 2019					
Create Vision	Plan	x		x	x
	Do	x		x	x
	Check	x		x	x
Create Milestone Events	Plan	x		x	x
	Do	x		x	x
	Check	x		x	x
Create Tables, Charts	Plan	x		x	x
	Do	x		x	
	Check	x		x	x
July 8, 2019 - July 22, 2019					
Designate Workshop Location	Plan	x	x	x	x
	Do				x
	Check	x	x	x	x
Arrange Workshop Space	Plan	x	x	x	x
	Do	x	x	x	x
	Check	x	x	x	x
Reserve Presentation Equipment (copier, phone, desks, computers, software, internet, WiFi)	Plan	x	x	x	x
	Do			x	
	Check			x	x

Gather Supplies (Office)	Plan	x	x	x	x
	Do			x	
	Check	x		x	x
July 23, 2019 - September 22, 2019					
Plan Content ● Program Objectives ● Formative Test Items ● Summative Test Items	Plan	x		x	x
	Do			x	
	Check	x		x	x
Design Graphics	Plan	x		x	x
	Do	x		x	
	Check	x		x	x
September 23, 2019 - November 7, 2019					
1st Draft Products	Plan	x	x	x	x
	Do		x	x	
	Check	x	x	x	x
Conduct Formative Evaluation	Plan	x	x	x	x
	Do		x	x	x
	Check	x	x	x	x
Prepare Awareness Activities	Plan	x	x	x	x
	Do		x	x	
	Check	x	x	x	x
Revise Materials	Plan	x	x	x	x
	Do		x	x	
	Check	x	x	x	x
Complete Final Draft	Plan	x	x	x	x
	Do		x	x	

	Check	x	x	x	x
November 8, 2019 - November 28, 2019					
Prepare Awareness Activities	Plan	x	x	x	x
	Do		x	x	
	Check	x	x	x	x
Conduct Workshop	Plan			x	
	Do			x	
	Check			x	x
Conduct Formative Evaluation	Plan	x	x	x	x
	Do	x	x	x	x
	Check	x	x	x	x
Evaluate Workshop	Plan	x	x	x	x
	Do	x	x	x	x
	Check	x	x	x	x
November 29, 2019 - December 31, 2019					
Evaluate Impact on Performance Decrement	Plan	x	x	x	x
	Do		x	x	x
	Check	x	x	x	x
Evaluate Transfer of Skills & Knowledge	Plan	x	x	x	x
	Do			x	x
	Check	x	x	x	x

Name	Level of Involvement	Hourly Rate[1]

[1] These hourly rates are not indicative of GCS salaries at this time.

Project Manager	Full time	$35.00
Instructional Designer (MS)	Full Time	$30.00
Instructional Developer	Full time	$30.00
SME	Part time	$13.00

Appendix 3. Budget

Gaston County Schools has staff that have a Master's in Instructional Technology called Instructional Technology Facilitators (ITF). The ITFs will be utilized instead of hiring an Instructional Designer. This would be the budget if this project was outsourced and used the average payscale. These hourly rates are not indicative of GCS salaries at this time.

Personnel		
Position	***Salary***	***Total***
Project Manager	$35/hour	$26,700
Instructional Designer (MS)	$30/hour	$21,500
Instructional Developer	$30/hour	$13,200
SME	$15/hour	$3,750
Personnel Total		$65,150
Services/Materials/Equipment		
Item	***Unit Cost***	***Total***
Printing	.08/black and white page	$160
Cloud Storage	$25/month per 100 people	$925
Computer	$1000	$2000
Software	$1299/year	$1299
Paper/Pens	$100	$100
Miscellaneous	$1000	$1000

Equipment Total		$5484
Grand Total		$70,634

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