CIP/TIP/MTSS
Alphabet Soup and More

NDE Days July 28, 2021
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Shift to an emphasis on an active process

Intended Outcomes

Ensure shared understanding of TIP as:

- A continuous improvement process that is ongoing and dynamic

- An important support for your work to improve results for students with disabilities

- A tool for supporting your improvement infrastructure (through ILCD)

Today we will not

- Focus on how ILCD works
- Describe where to put your data
- Review how to access your district's information

If you are looking for information about that please take a look at the tools and information available at
https://www.education.ne.gov/sped/ilcd/

Today we will

- Focus on the process of continuous improvement
- Describe how you can align improvement work to improve efficiency
- Review examples of data that can support your process

These conversations will continue over the coming year

Supporting the continuous improvement process

How do you complete your TIP?

- We have a team that leads continuous improvement work (MTSS, CIP, School Improvement, AQUesTT, etc.), and that team also leads our TIP work

- We have a team that leads our TIP work

- There is one person in our district designated to complete our TIP each year

- There is someone in our ESU designated to complete our TIP each year

- I am the ILCD Facilitator and complete the TIP for the district(s).

What is the purpose of ILCD?

- Communication between NDE and districts
  - Access data and reports from NDE
  - Provide information from your district
- Engage in and document your district's continuous improvement work
  - Data (Implementation and Outcome)
  - Action plans
  - Team meeting notes
  - Summaries of your data based decision making and interpretations
- Support the process of continuous improvement by providing a structure for the work

How connected is your TIP to other continuous improvement efforts in your district right now?

- Our TIP is completely aligned with other improvement work, in fact we have one plan that documents all of our current improvement work in one place.
- We have included a couple of things from our TIP in another continuous improvement plan, but it could be better aligned
- We have lots of separate plans that don't seem very connected to each other
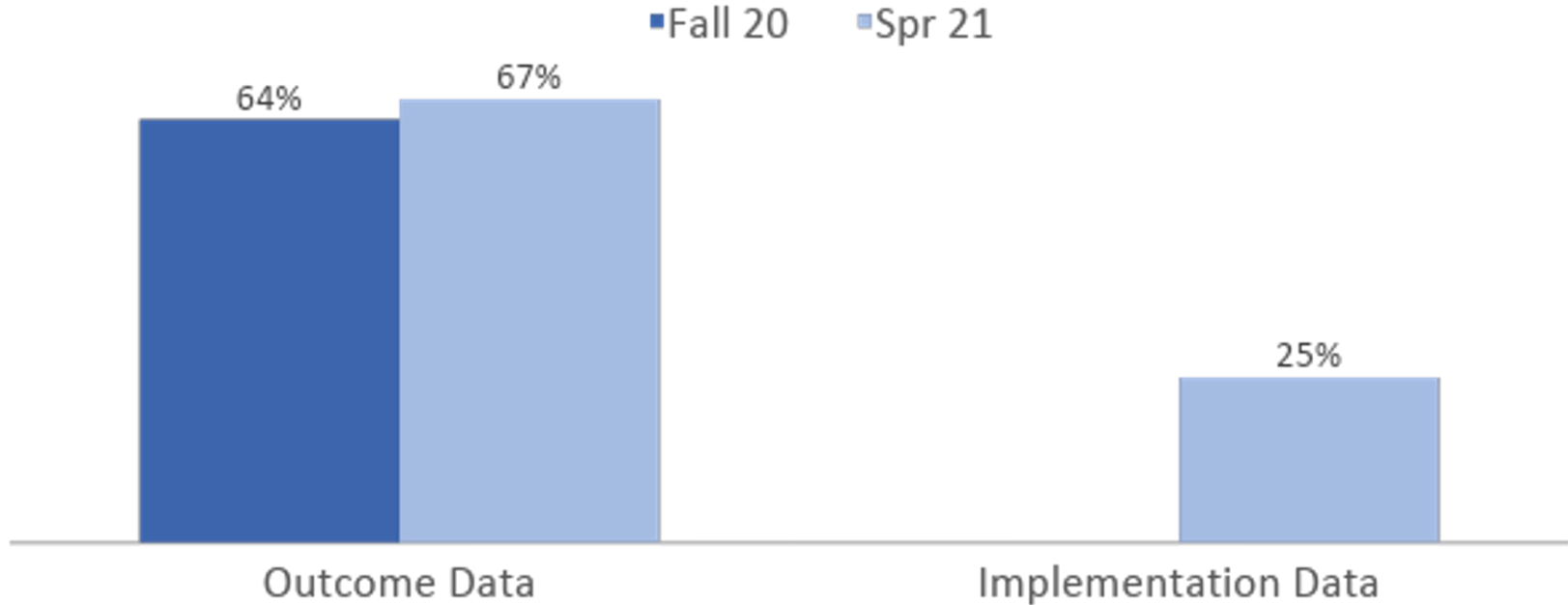- I only know we have submitted a TIP
- I'm not sure

What We Know Based on Data
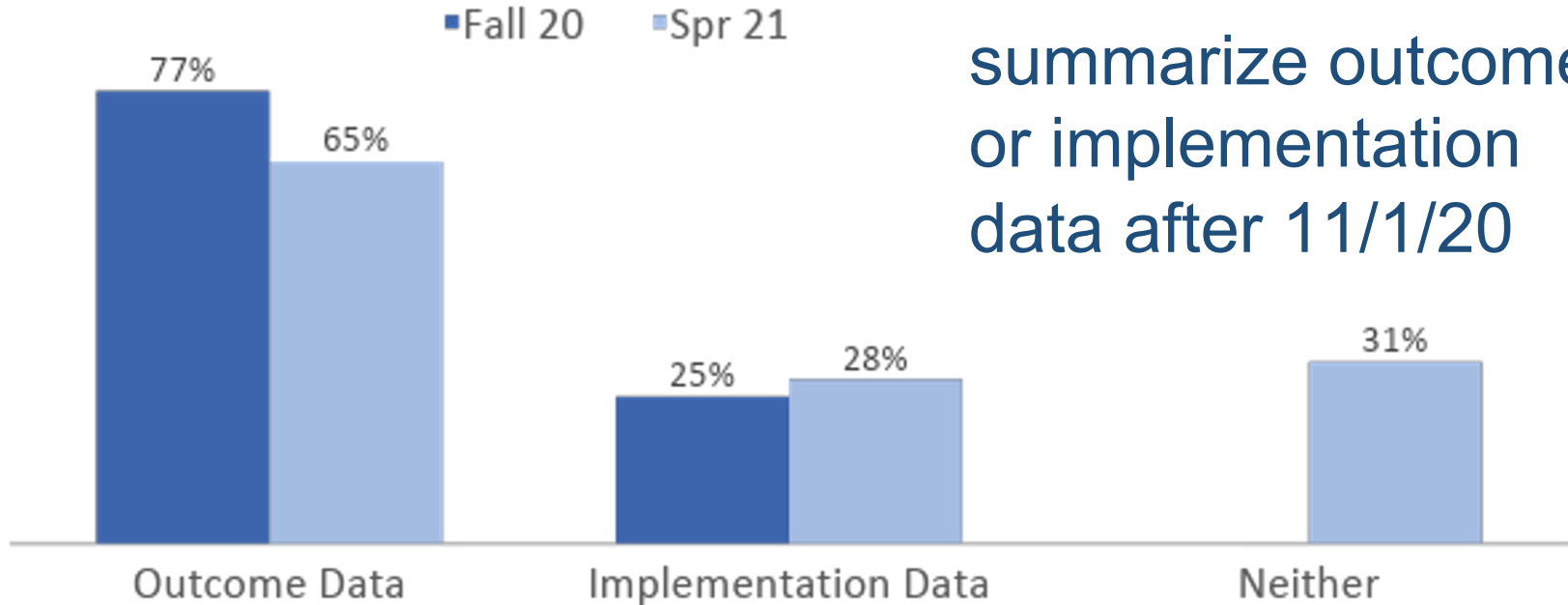
75 districts did not summarize outcome or implementation data after 11/1/20

What We Know Based on Data
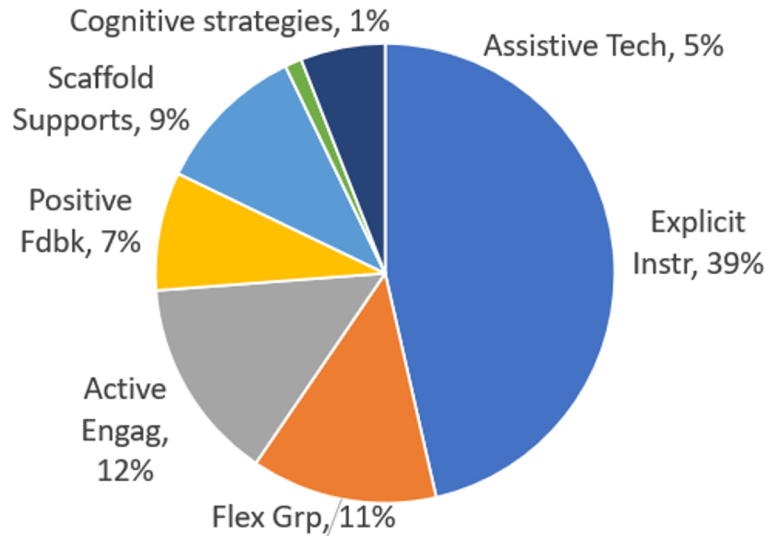

Data Uploads

So….. Here's what we're doing

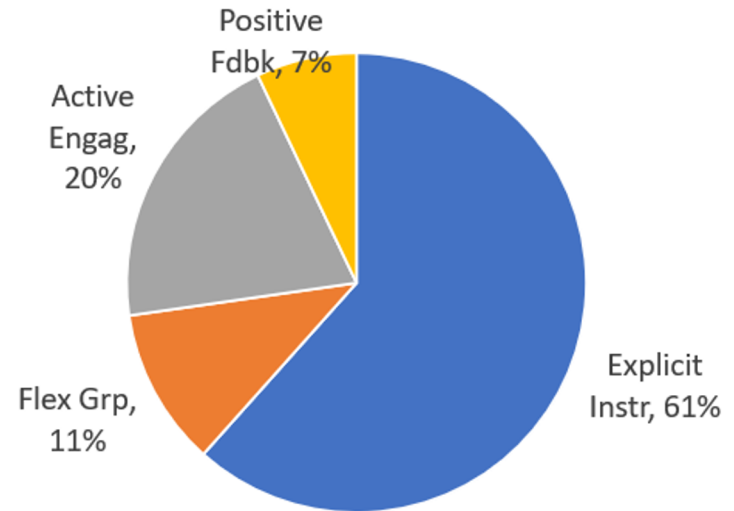TIP Spring Update so districts can share data from this school year

What We Know Based on Data

Evidence-based Strategy Selection*

Fall 2020
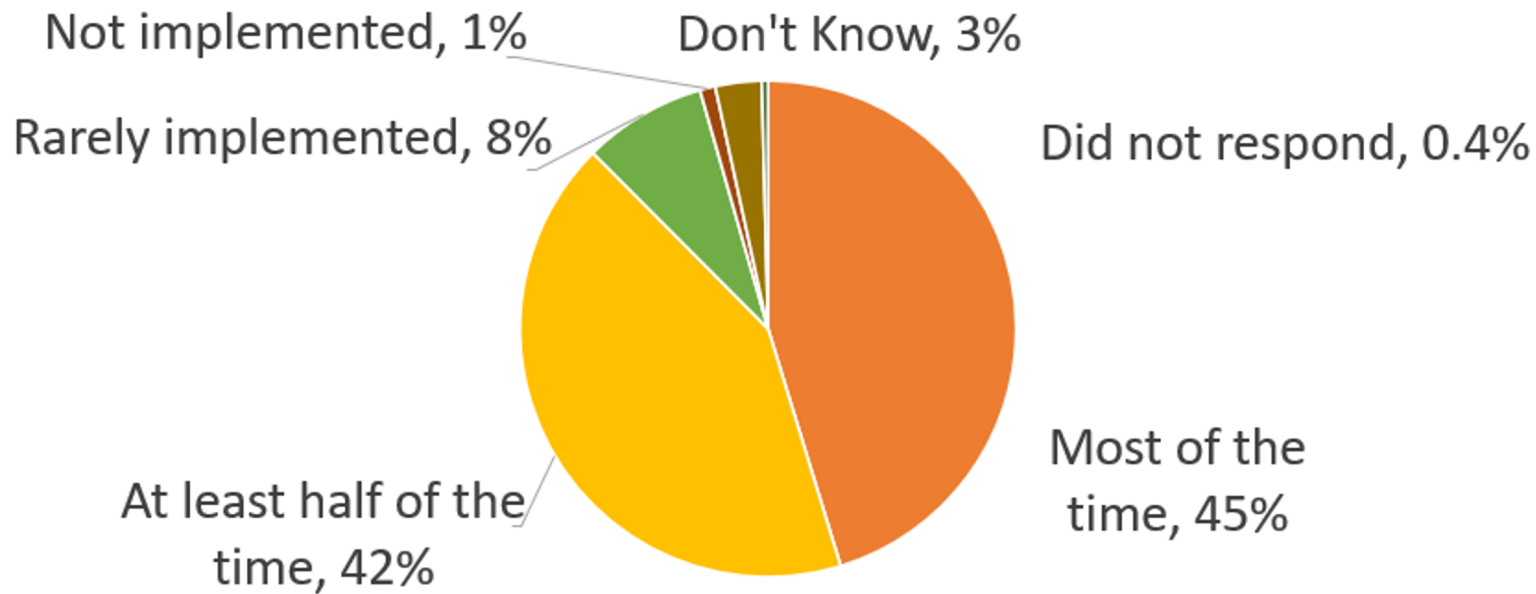
- Cognitive strategies, 1%
- Scaffold Supports, 9%
- Positive Fdbk, 7%
- Active Engag, 12%
- Flex Grp, 11%
- Explicit Instr, 39%
- Assistive Tech, 5%

Spring 2021

- Positive Fdbk, 7%
- Active Engag, 20%
- Flex Grp, 11%
- Explicit Instr, 61%

What We Know Based on Data

Implementation of Evidence-based Strategy

Not implemented, 1%

Don't Know, 3%

Rarely implemented, 8%

Did not respond, 0.4%

At least half of the time, 42%

Most of the time, 45%

What We Know Based on Data
Implementation of MTSS

Not implemented, 9%

Don't Know, 1%

Did not respond, 0.4%

Rarely implemented, 20%

Most of the time, 30%

At least half of the time, 40%
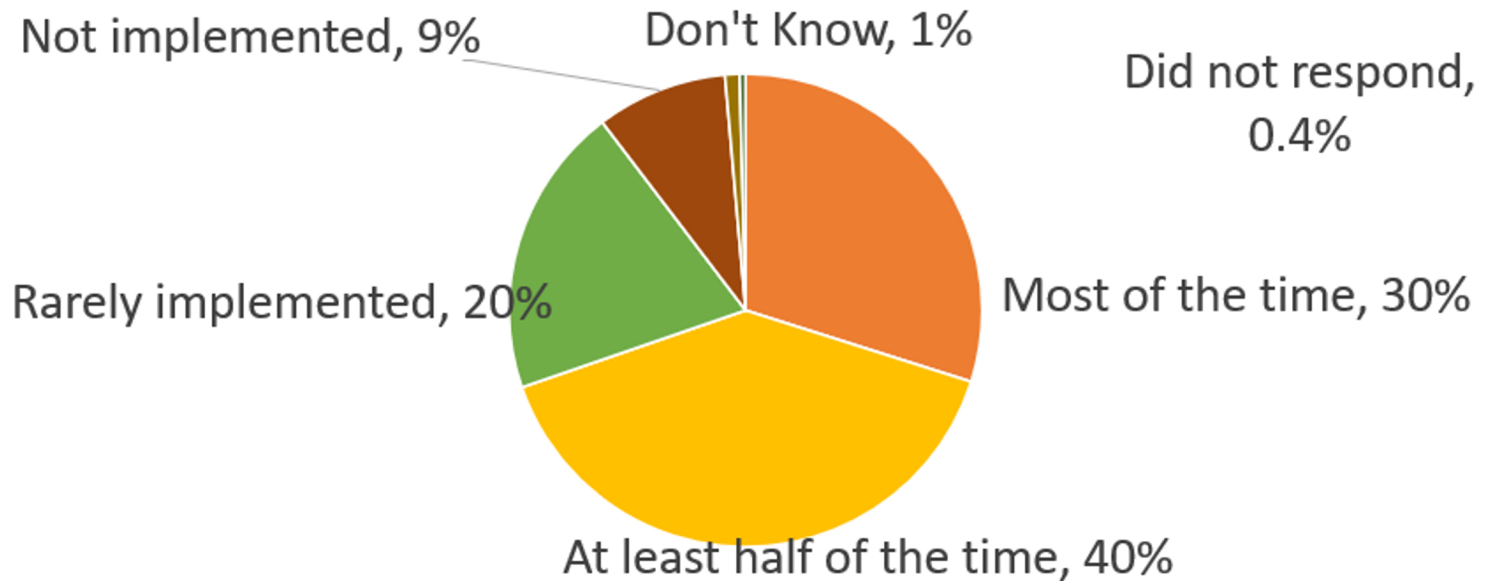
What We Know Based on Data

Goals and Targets

- **243 districts provided a target** for 2020-2021

- **73% of districts provided performance data** for 2020-2021

- Of the districts that provided target data, **55% met their target**

So…. Here's what we're doing

Plan professional learning opportunities for data analysis (e.g. MTSS problem-solving process- using outcome data) including implementation data (e.g. determining fidelity measures, how to assess implementation)

Completing the TIP is about Communicating your Continuous Improvement Process
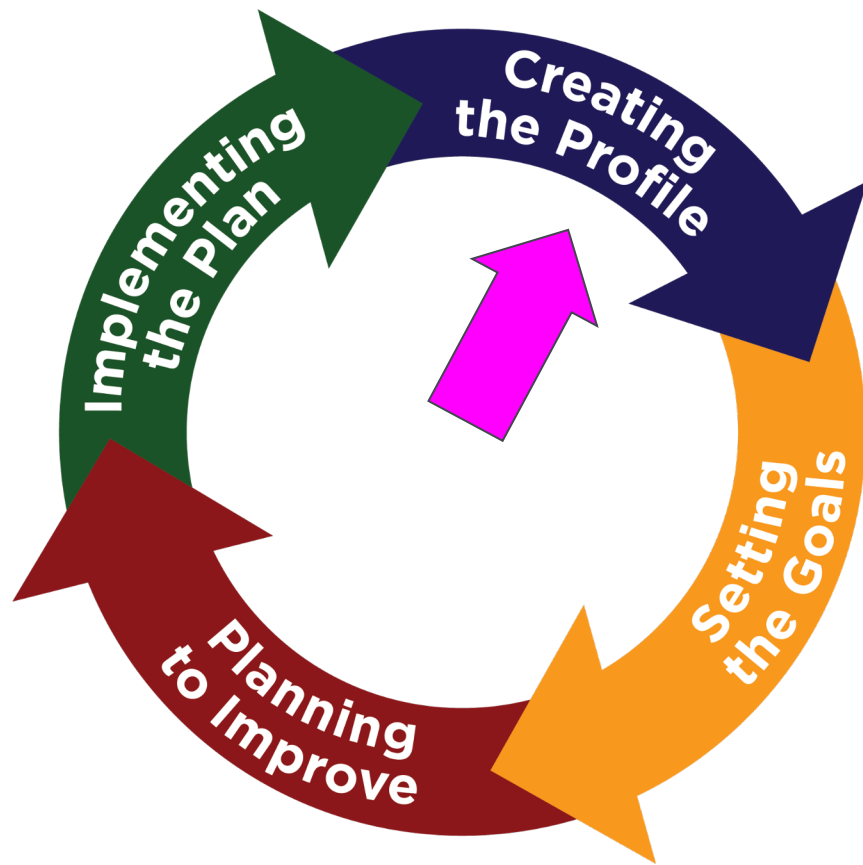
Creating the Profile

*Every Continuous Improvement Process requires **Data Analysis**

- First main component of improvement planning
- Requires taking a deep dive into the data
  - Understanding what the data says
  - Understanding the limitations of the data
  - Knowing what data to use and how
  - Describing what supports are available within district
  - Using information from stakeholders to guide and shape the work

Examining District Data to Help Know Where You Stand

- Data based decision making

- What district interventions are in place for students who need more support?

- How do you document these interventions are being put in place?
  - Fidelity Measures
  - Plan, Do, Study, Act
    - What are processes and decision making at each of these steps?

Completing the Profile for the TIP

- Document the data and information the team used to evaluate the state of improvement work
- Describe the implementation and outcome data the team has reviewed as well as the team's interpretations
- Go beyond naming strengths and challenges
  - describe how strengths will be leveraged to support improvement
  - Identify root causes of challenges and what can be done to eliminate them
- Identify how elements of the infrastructure are involved in improvement work
- Include how stakeholders were involved in the process
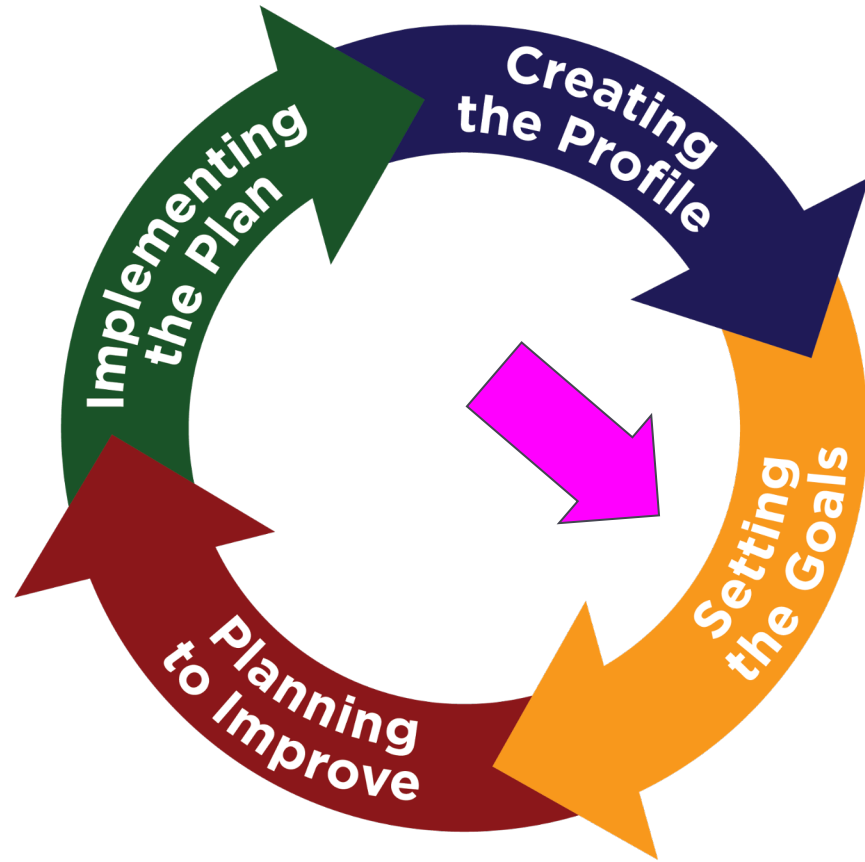
Setting the Goals

- Using the data to know where the district is, where the district wants/needs to go, setting goals to determine whether the efforts in place have been successful, and which EBPs will help you achieve your goals

*If this sounds like an IEP, or using data to problem solve for a student, it should!

Setting the goals for the TIP

- Using the conclusions from the examination of the data and infrastructure, document:
  - The focus for improvement
  - the goals developed
  - the method/assessment that will be used to measure progress
- Progress on goal
  - Your team's interpretation of why you did not meet the goal - go beyond stating that the goal was not met - what does your team believe is the underlying reason
- EBP
 - NEW: which of the four EBPs does your improvement work focus on

Creating
the Profile

Setting
the Goals

Planning
to Improve

Implementing
the Plan
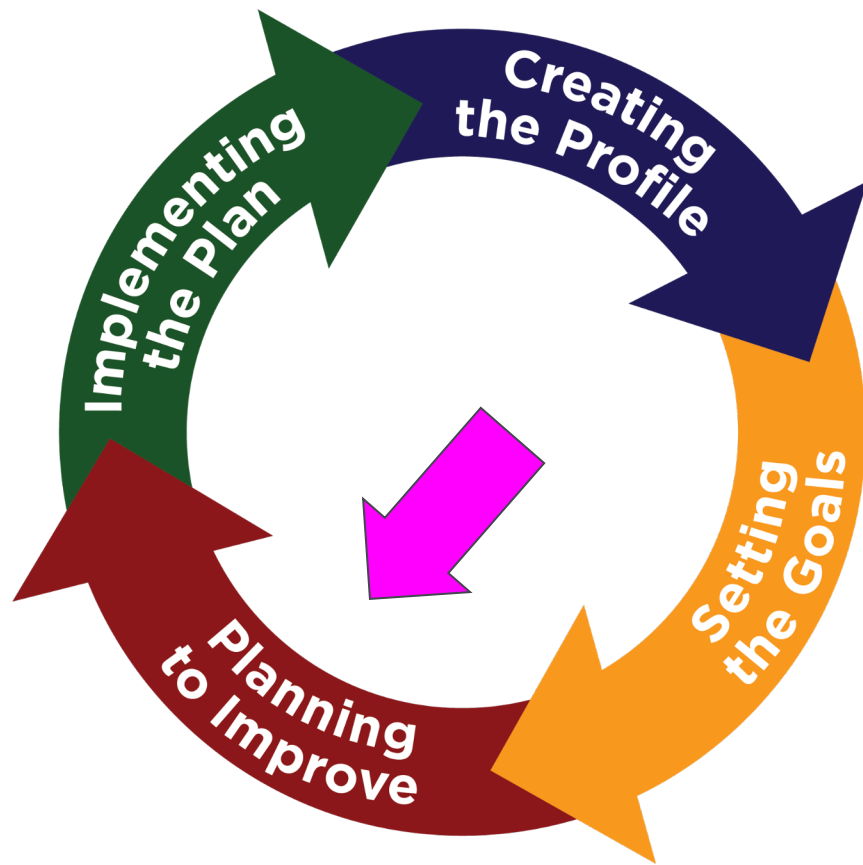
Planning to Improve

- Action planning
- Details the who, what, where, when, and how of improvement planning

Planning to Improve - TIP

- Document training and coaching planned to help implementers learn how to use the EBP
  - How was training provided? When? For whom? By whom?
  - How were teachers/staff supported in using their training to implement the EBP? Was coaching provided? Opportunities for practice?
- How will you measure progress towards using the EBP in classrooms?
- What implementation fidelity measure will you use? How often? Who will conduct the fidelity assessments?

Creating
the Profile

Setting
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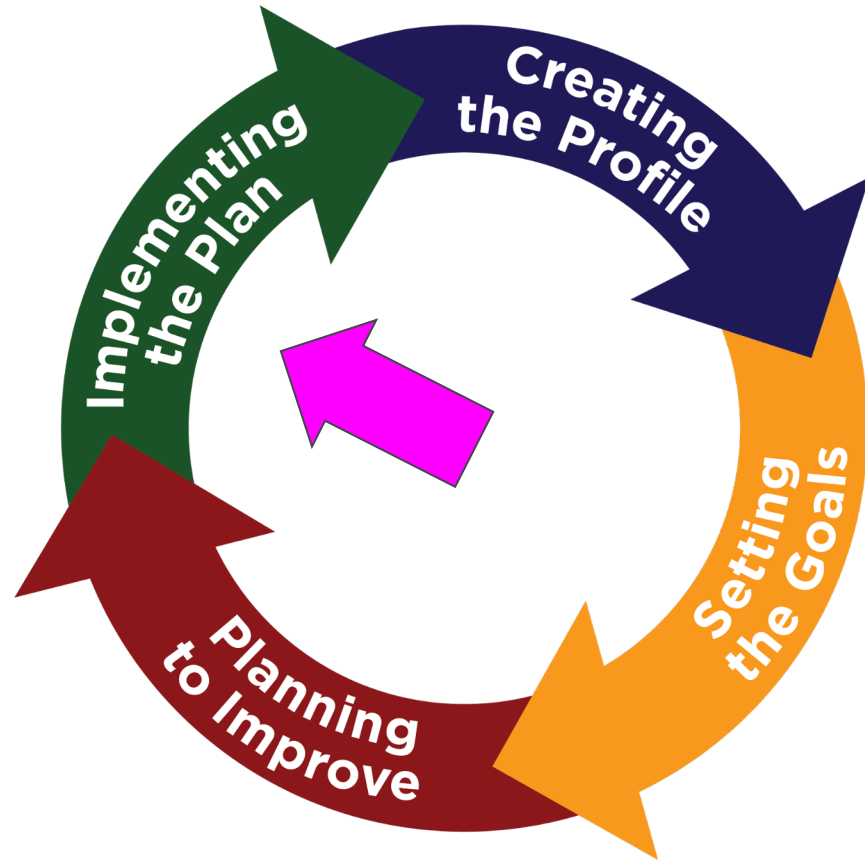
Implementing the Plan

- Most often forgotten portion of the Continuous Improvement Cycle
- Most important portion of the Continuous Improvement Cycle
- Opportunity to reflect on whether activities happened as planned (implementation data) , whether you see a change yet (outcome data), and what it all means so you can determine next steps

*Not Typically Addressed in Cognia or Frameworks

Implementing the Plan

- Rating your implementation
  - EBP
  - MTSS
- Describe progress on your team's implementation plan
  - Were planned training and support provided?
  - Were planned fidelity checks conducted? What did they reveal?
  - Based on your data, does your team believe the EBP is implemented with fidelity?
- Given all the data your team collected, what changes will you make for next year?
  - Changes to training? Targeted coaching sessions? Modeling of EBP? Increasing dosage of EBP? Sustainability measures?

Recommendations for Alignment and Teaming

- Engage in intentional continuous improvement activities on a regular basis

- Continuous improvement should be led by a cross-departmental team that includes special education

- Different teams should not be engaged in individual continuous improvement efforts. One team should be completing all activities.

Recommendations for Alignment and Teaming

- Connect improvement plans to each other:
  - Plans done in isolation are more likely to be placed on a shelf to collect dust rather than be implemented
  - The more the work is connected and a part of everyday culture, the more likely results will be realized

Recommendations for Successful Continuous Improvement Process

- Assess progress on the TIP quarterly at a minimum

- Let your data guide your decisions

- Make certain your focus for improvement aligns with district initiatives to help all students achieve better outcomes

- Make certain your measurable goal and targets are rigorous but achievable
  - Set measurable goals and targets based on data trends in your district over time
  - Consider using multiple measures to achieve your goal and targets

Recommendations for Successful Continuous Improvement Process

- Select high leverage practice, aligned to your district curriculum, assessment measures, and instructional model which demonstrates your district's understanding of HOW student-centered, evidence-based practices are implemented in day-to-day instruction

- Implementation planning aligns with what already exists in your district for all students and has rigor embedded for students with disabilities

- Fidelity of implementation states clear criteria with district supports to maximize efforts at classroom, building and district level

Upcoming Regional Trainings

- Upcoming opportunities to go into more depth at each step

- Explore examples

- Opportunities to discuss with NDE staff and district colleagues to see what strategies others are using

Questions????