

Field Testing of an MTSS Program Evaluation Model: Middle School

Introduction

A formative program evaluation of the MTSS program was completed at a Midwestern middle school. Data was collected through interviews with stakeholders, and staff and parent perception surveys. Results of the evaluation along with recommendations for improving this formative program evaluation model are discussed below.

Purpose

-Field test a formative program evaluation model in a Midwestern middle school grades sixth through eighth.

-Share results and relevant recommendations that would assist in improving their current MTSS program in the areas of

- Individual tiers and areas of instruction (reading, math, written language, and social/emotional-behavioral concerns)
- Perceptions of various implementation aspects (e.g., progress monitoring, data days, collaboration, etc.)
- Barriers to implementation
- Family-school collaboration

Method

Field Testing of the Model

Two Purposes: Provide data and field test the program evaluation model

The Model

Interviews with Key Stakeholders

- Director of Special Education
- Principal
- Staff Academic and Social/Emotional/Behavioral Leadership Teams

Online Perception Surveys

- Staff at School (n = 6)
- Parents of School (n = 61)

School Staff	
Total Number	6
Percentage of Total Staff	10%
Worked at Respective School for 0-5 Years	2 (33%)
Worked at Respective School for More than 5 Years	4 (67%)
General Education Teacher	5 (83%)
Bilingual Education Teacher	1 (17%)

Parents of Children at School	
Total Number	61
Sixth	24 (39%)
Seventh Grade	21 (34%)
Eighth Grade	16 (26%)

Type of Intervention Reported by Parents	Number of Students Involved
Reading	1 (14%)
Math	1 (14%)
Written Language	1 (14%)
All Three Subjects	1 (14%)
Social/Emotional/Behavioral	3 (43%)

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Results

Staff Perceptions of MTSS/Rtl Process

Strengths:

- Assessments for further testing
- Effectiveness of Tier 1 (Core Curriculum) Services in all areas except social-emotional behavioral (See Figure 1)
- Collaboration between teachers
- Principals were accepting

Areas to Improve:

- Problem-solving process for social-emotional/behavioral concerns
- Data days (e.g., coming with set cases to discuss and setting time limits)
- Writing assessments and intervention
- Social-Emotional/Behavioral Program
- Effectiveness of Tier 2 and 3 Services
- Tier 3 progress-monitoring

Family-School Collaboration (See Figure 2)

Strengths:

- High percentage of parents feeling welcome at or contacting someone at the school

Areas to Improve:

- Communication with parents (e.g., regarding student progress)
- Parents' awareness of the MTSS/Rtl program

Barriers to Implementation (See Figure 3)

Strengths:

- Have the types of groups students need already created

Areas to Improve:

- Available personnel
- Time/schedule

Recommendations for Participating Middle School

1. Monitor and analyze the effectiveness of Tier 2 and 3 services
2. Continue to develop the written language and social-emotional/behavioral programs
3. Consider restructuring schedule to accommodate MTSS interventions
4. Continue to foster family-school collaboration
5. Look into the possibility of other personnel resources

Field Testing of the Model

Strengths:

- Well received and understood by school administration (intuitive)
- Included all relevant stakeholders
- The data was perceived as relevant and the results stimulated extensive discussion with school leadership

Areas to Improve:

- Involvement of researchers in distribution of the survey-increase staff participation by increasing communication with the school around distribution of the survey
- Increase communication with administration about the need for collecting actual student data

