
Kansas RtI: Statewide Development of a Multi-Tier System of Supports (MTSS)

DIBELS Summit 2009

WWW.KANSASMTSS.ORG



What is MTSS?

- A coherent continuum of evidence based, system-wide practices to support
- a rapid response to academic and behavioral needs
- with frequent data-based monitoring for instructional decision making
- to empower each Kansas child to achieve high standards.



Priority of and Supported by KSDE

- Commissioner Posny's Priority is helping all students meet or exceed academic standards.
- KSBE Goal: Ensure that all students meet or exceed high academic standards and are prepared for their next steps.



Core Beliefs of MTSS

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect
- Every leader at all levels are responsible for every child
- Change is intentional, coherent and dynamic



How to Achieve Core Beliefs

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice



How to Achieve Core Beliefs

- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions
- Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making
- An empowering culture creates collective responsibility for children's success

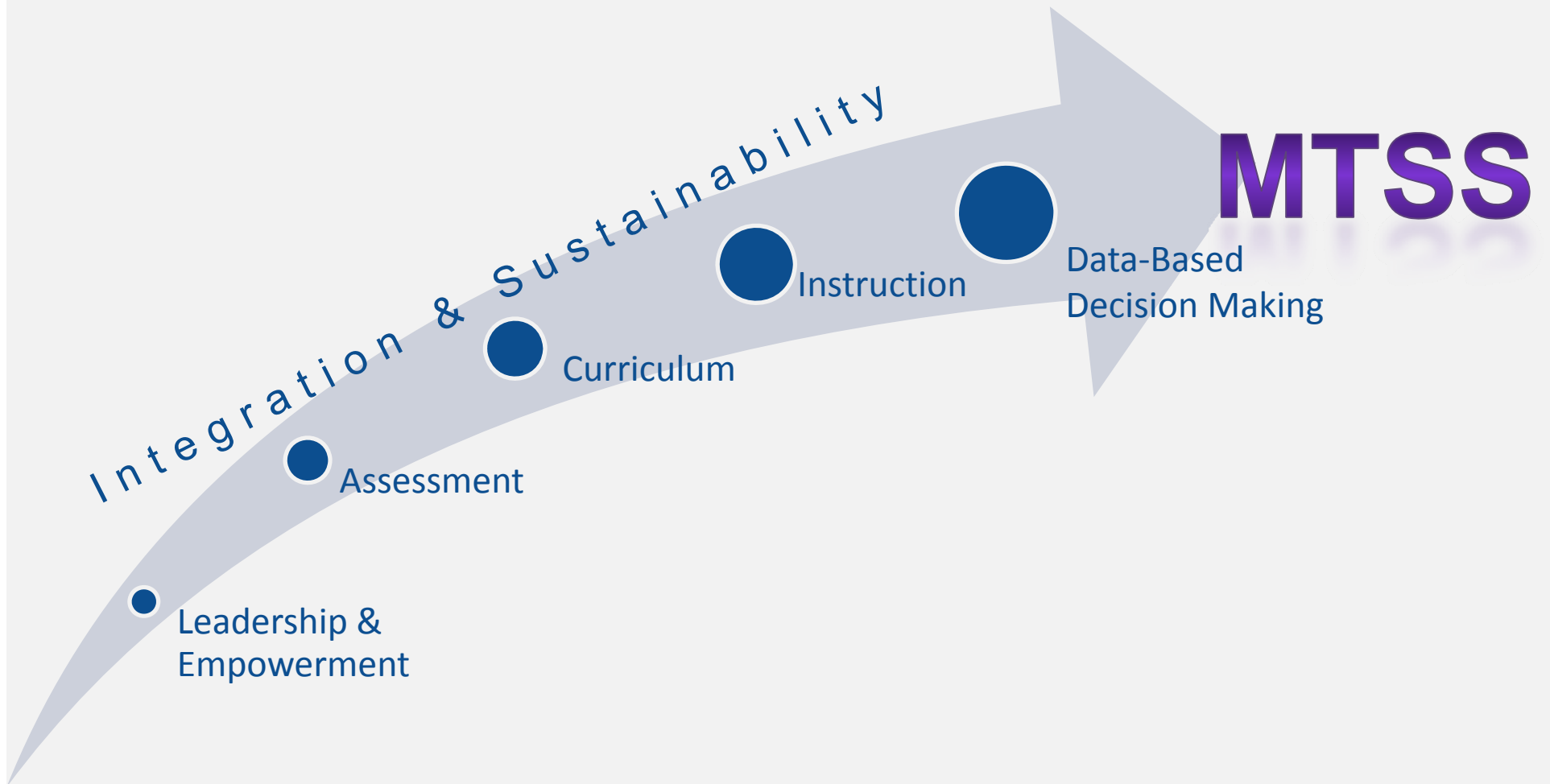


Kansas MTSS



WWW.KANSASMTSS.ORG

Innovation Configuration Matrix (ICM)



Hybrid Model

Frequent Assessment



```
graph TD; A[Frequent Assessment] --> B[Student Participates in Structured Intervention with Frequent Progress Monitoring {Progress – Return to Core}]; B --> C[Individual Student Problem Solving to further Customize and Intensify Instruction with Frequent Progress Monitoring]; C --> D[Progress – Return to Core Program  
No or Insufficient Progress – Entitlement Evaluation];
```

Student Participates in Structured Intervention with Frequent Progress Monitoring
{Progress – Return to Core}

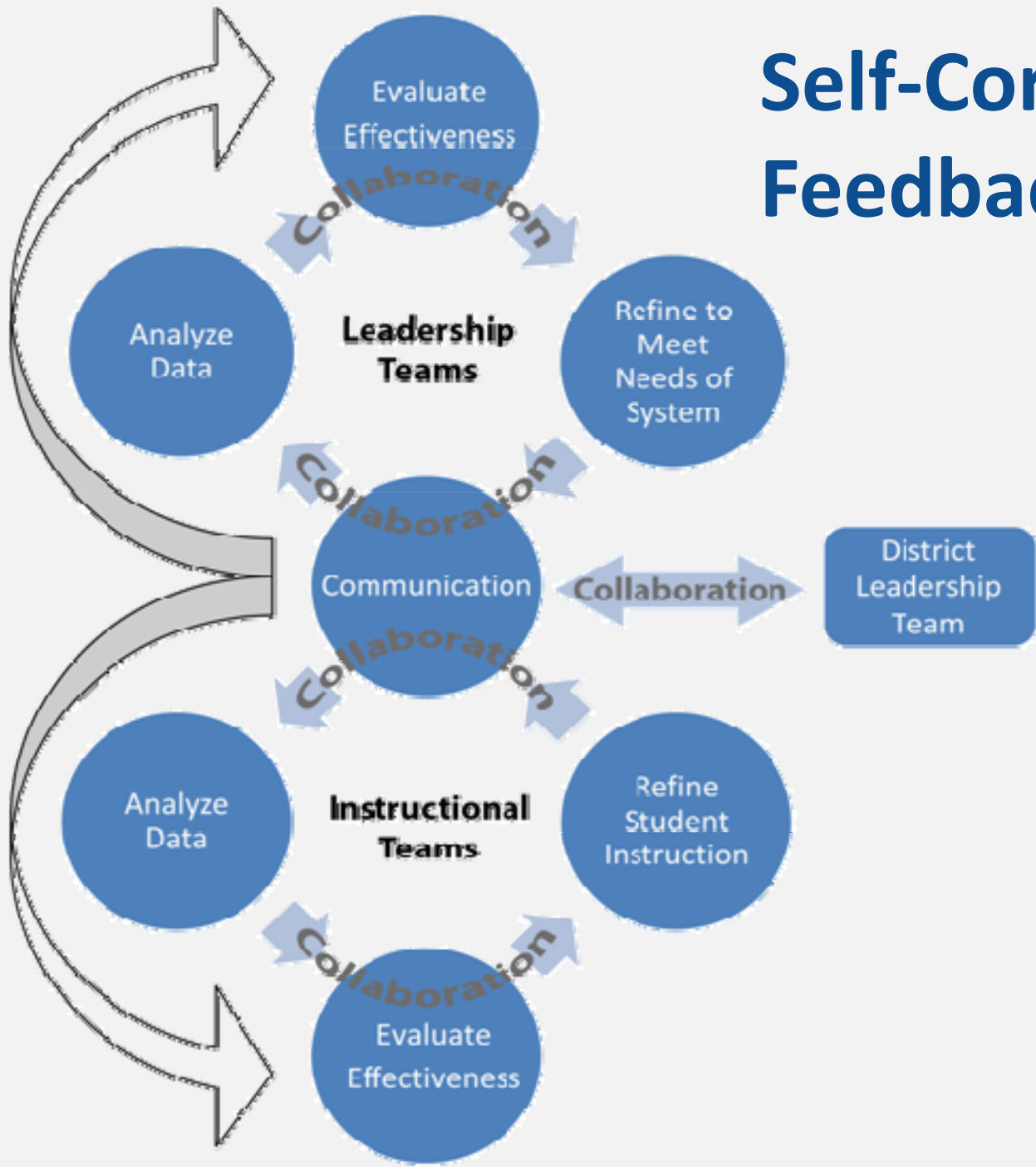
Individual Student Problem Solving to further
Customize and Intensify Instruction with Frequent
Progress Monitoring

Progress – Return to Core Program
No or Insufficient Progress – Entitlement Evaluation

Self-Correcting Feedback Loop

Improving the System

Improving Intervention



MTSS Framework



- Leadership
 - Identified Teams
 - Buy-In/Consensus
 - Communication
 - Professional Development
 - Empowering Culture
- Professional Development
 - 5 Big Ideas in Reading
 - Differentiated Instruction
 - Assessment
- Empowering Culture
 - Involving all Staff
 - Involving Parents
 - Informing All



MTSS Framework



- Assessment
 - Screening
 - Diagnostic
 - Progress Monitoring
 - Outcomes
- Curriculum
 - Core
 - Supplemental
 - Intensive
- Instruction
 - Core
 - Supplemental
 - Intensive



MTSS Framework



- All (Core)
 - Core Curriculum
 - Core Instruction
 - Screening Assessment
- Some (Supplemental)
 - Protocol Based Curriculum
 - Protocol Based Instruction
 - Diagnostic Assessment
 - Progress Monitoring Assessment
 - Problem Solving Teams
- Few (Intensive)
 - Problem Solving Teams
 - Intensive



Supports for ALL (Core)

Academics

- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making

Behavior

- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making



MTSS Framework



- All (Core)
 - Core Curriculum
 - Core Instruction
 - Screening Assessment
- Some (Supplemental)
 - Protocol Based Curriculum
 - Protocol Based Instruction
 - Diagnostic Assessment
 - Progress Monitoring Assessment
 - Problem Solving Teams
- Few (Intensive)
 - Problem Solving Teams
 - Intensive



Supports for SOME (Supplemental)

Academics

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

Behavior

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design



MTSS Framework



- All (Core)
 - Core Curriculum
 - Core Instruction
 - Screening Assessment
- Some (Supplemental)
 - Protocol Based Curriculum
 - Protocol Based Instruction
 - Diagnostic Assessment
 - Progress Monitoring Assessment
 - Problem Solving Teams
- Few (Intensive)
 - Problem Solving Teams
 - Intensive



Support for FEW (Intensive)

Academics

- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

Behavior

- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design



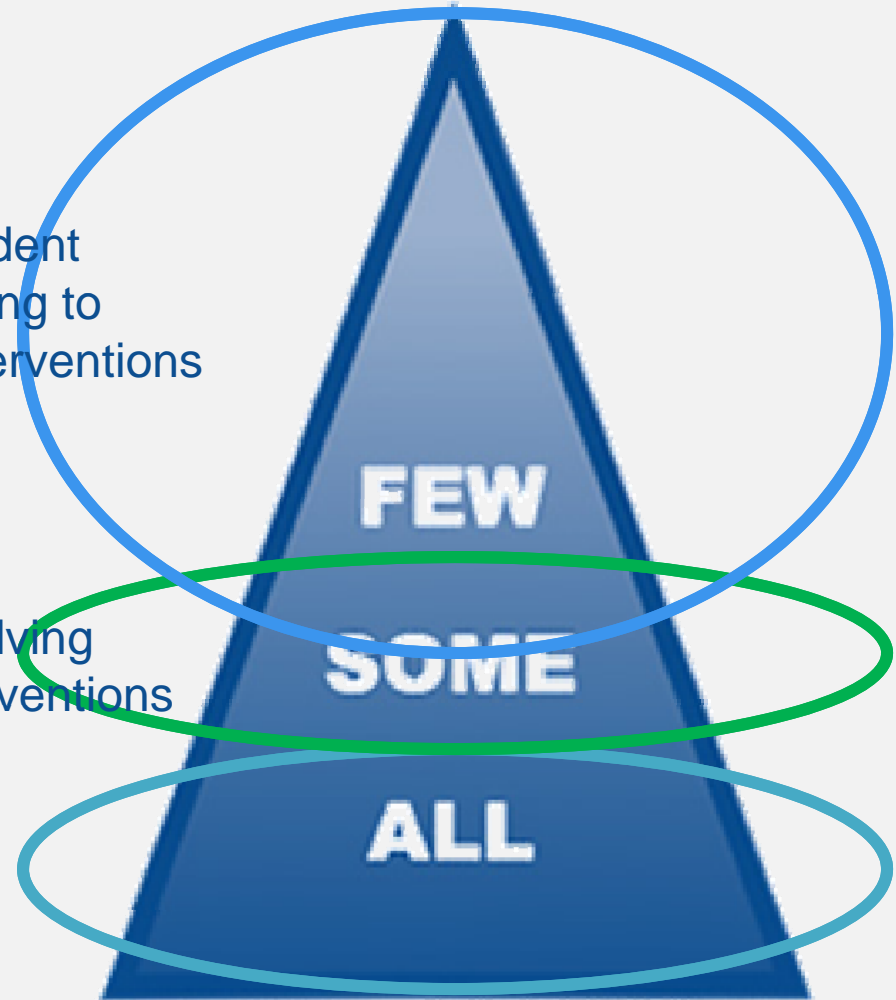
Where's SIT?



Individual Student
Problem Solving to
customize Interventions

Group Problem Solving
with Protocol Interventions

Core



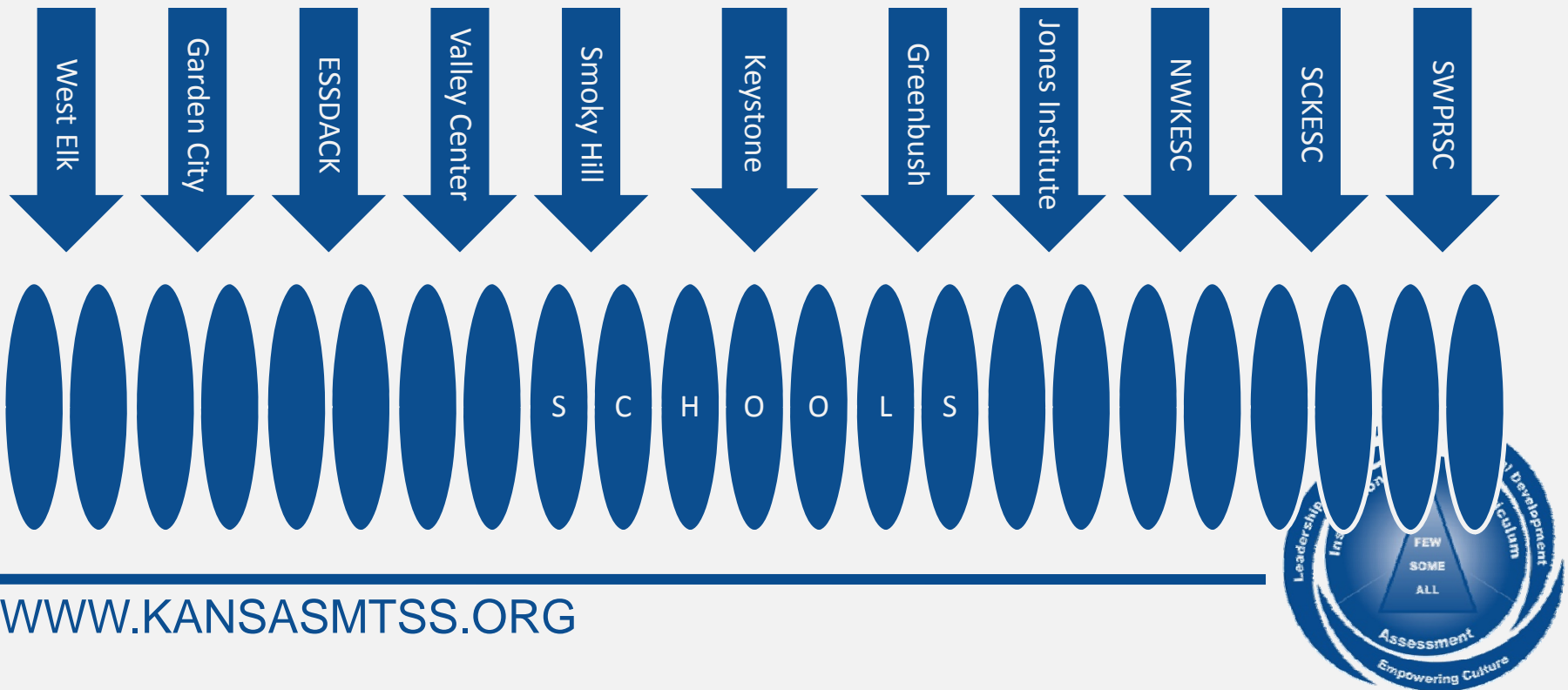
MTSS Materials & Supports

- [Innovation Configuration Matrix \(ICM\)](#)
- Research Base
- [Academic Structuring Guide](#)
- Academic Implementation Guides
 - [Beginning of Year](#)
 - [Middle of Year](#)
 - End of Year
- Positive Behavior Supports Blueprints



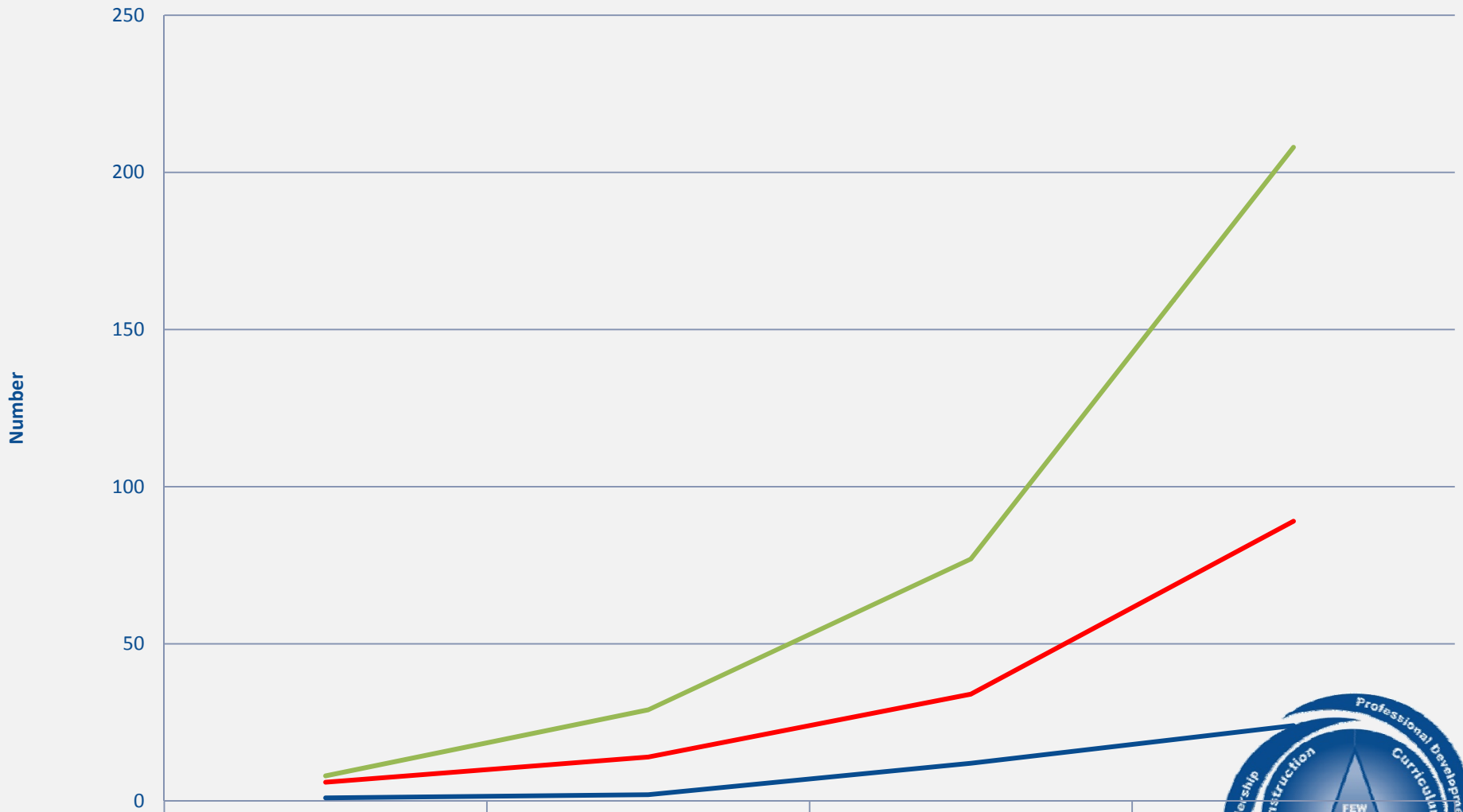
MTSS Support Structure

KSDE Supports



WWW.KANSASMTSS.ORG

Involvement in MTSS Supports



Facilitators	1	2	12
Districts	6	14	34
Buildings	8	29	77



WWW.KANSASMTSS.ORG

Academic Structuring Training (1-2 Years)

- ***Structuring***

- 2 Day Structuring Training PLUS
- 2 Days of Supported Planning

- ***Guide***

- Leadership and Empowerment Tasks
- Assessment Tasks
- Curriculum Tasks
- Instruction Tasks
- Data-based Decision Making Tasks
- Integration and Sustainability Tasks



Academic Implementation Guides (2-3 Years)

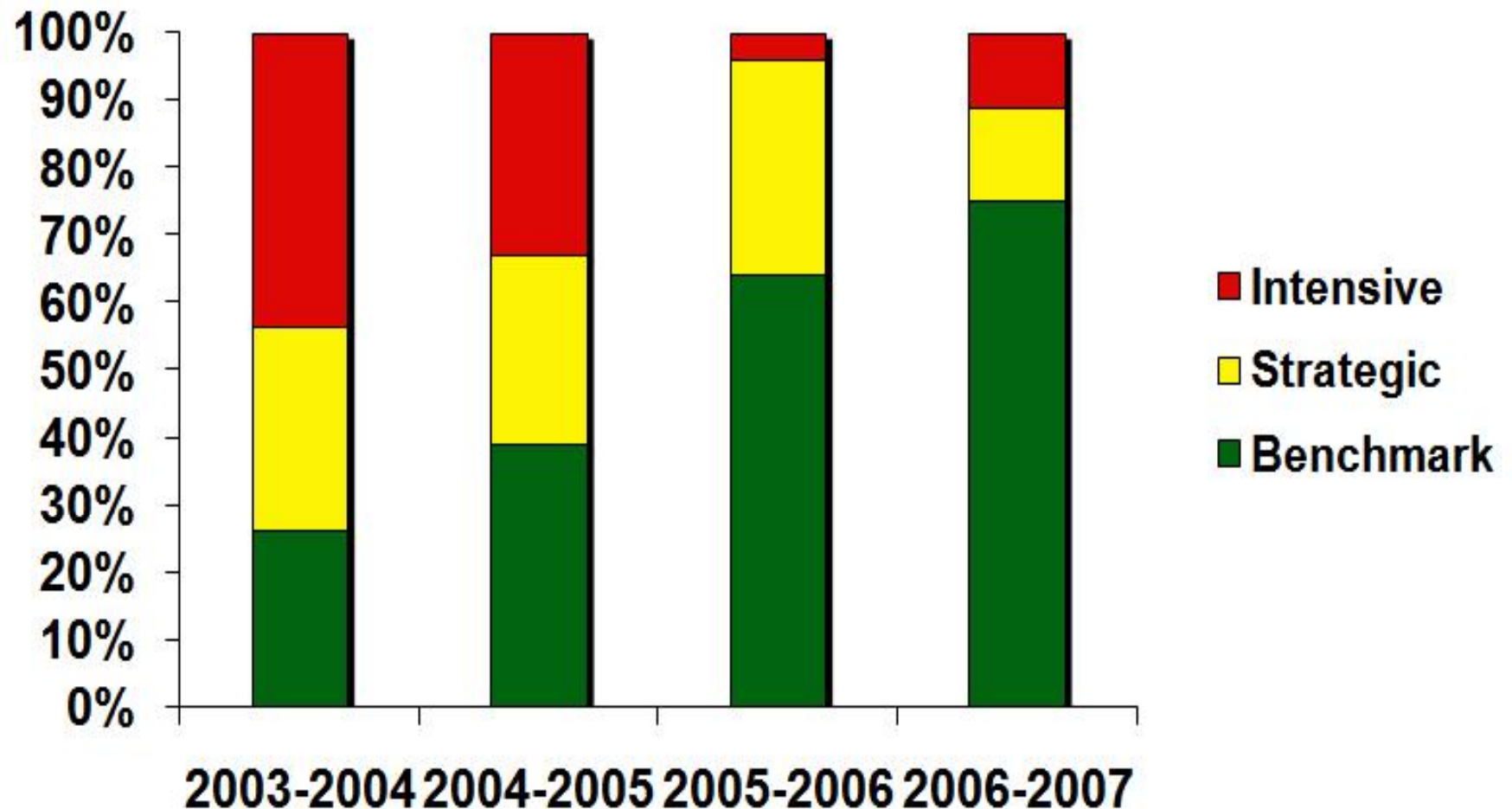
- ***Implementation***
 - 3 Facilitated Work Sessions

- ***Guides***
 - Beginning of Year
 - Middle of Year
 - End of Year



Data from an Elementary School

Fall First Grade DIBELS Data



Data from a Secondary School

KSA Reading	2006 Target 67.7	2007 Target 69.5	2008 Target 75.6	Progress 2007-2008	Progress 2006-2008
ALL	71.90	81.80	87.40	+5.6%	+15.5%
White	78	86.90	88.60	+1.7%	+10.6%
African American	57	72.30	81.70	+9.4%	+24.70%
Hispanic	63.10	80.50	97.80	+17.3%	+34.70%
LSES	61.80	75.40	83.40	+8.0%	+21.6%
SPED	41.60	57.70	75.90	+18.2%	+34.3%

Resources

- Regional Service Centers
- Kansas MTSS Website
www.kansasmtss.org
- Online Kansas Reading Academy
www.kansasreadingfirst.org
- Book Studies in a Bag
www.projectsspot.org

WWW.KANSASMTSS.ORG

