Making Inclusion REALLY Work: Increasing Achievement for All Students

Denise Brown and Stephanie Stindt, Kansas MTSS Core Team
Why a Multi-Tier System of Supports?

- lack of appropriate instruction
- the cumulative effect of insufficient learning,
- the difficulty of content area work,
- excessive absenteeism resulting in splinter skills, and
- the presence of significant behavior problems that impede student learning

(adapted from Shores, 2008)
Researchers as Consultants in Development

- Cara Shores
- Steve Kukic
- Dave Tilley
- Roland Good and Ruth Kaminski
- Susan Hall
- Jan Hasbrouck
- Randy Sprick
- Kathleen Lane
- Ben Clarke
- Paul Riccomini
- Brad Witzel
- Tim Lewis
- Lori Newcomer
From...

- Intervention for Few
- Which student needs help?
- Having programs and people available

To...

PREVENTION for ALL
- What help does each student need?
- Intentional design and redesign of services and supports matched to needs of students.
Goals of MTSS

To provide an integrated systemic approach to meeting the needs of all students.

To become the guiding framework for school improvement activities to address the academic and behavioral achievement of all students.
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 student to achieve high standards.
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 is responsible for every student
- Change is intentional, coherent and dynamic
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,
  – Customized Supports
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
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
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
Assessment
- Screening
- Diagnostic
- Progress Monitoring
- Outcomes

Curriculum
- Core
- Supplemental
- Intensive

Instruction
- Core
- Supplemental
- Intensive
Leadership
- Identified Teams
- Buy-In/Consensus
- Communication
- Professional Development

Professional Development
- Initial Training
- Support for Implementation
- Monitoring for Fidelity
- Providing ongoing Support

Empowering Culture
- Involving all Staff
- Involving Parents
- Informing All
Hybrid Model

- Core Curriculum & Instruction with Differentiation
- Supplemental Targeted Intervention
- Intensive Intervention, highly specific

Individual student problem solving using customized interventions

Group Problem Solving to match student needs with Protocol Interventions
Self-Correcting Feedback Loop

Improving the Building System

- Analyze Data
- Evaluate Effectiveness
- Building Leadership Team
- Refine to Meet Needs of Building System
- Collaborative Teams
- Evaluate Effectiveness
- Communication

Improving Instruction

- Analyze Data
- Refine Student Instruction
- District Leadership Team
- Evaluate Effectiveness

Improving the District System

- Analyze Data
- Refine to Meet Needs of District System
- Communication

(C) 2009 Kansas MTSS
### Leadership and Empowerment

#### Component 1: Effective Leadership Teams

<table>
<thead>
<tr>
<th></th>
<th>Not Implementing</th>
<th>Implementing</th>
<th>Transitioning</th>
<th>Modeling</th>
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<tbody>
<tr>
<td>LE1</td>
<td>No formal leadership teams exist.</td>
<td>Formal leadership is identified by position such as principal, superintendent, department chairs, or other titled positions within the district.</td>
<td>Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from some but not all: Administration, Staff, Learners, Families, Community Collaborators.</td>
<td>Formal leadership teams exist throughout the district/community and meet regularly to address learner academic and behavioral success in an integrated manner.</td>
</tr>
<tr>
<td>LE2</td>
<td>There are no identified leadership teams attending to academics and/or behavior.</td>
<td>The leadership team is informally identified to address academic and/or behavioral concerns.</td>
<td>There are separate leadership teams identified to address academic and behavioral success that meet regularly.</td>
<td>The leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.</td>
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<tr>
<td>LE3</td>
<td>No clear role is identified for how each leadership team member will support MTSS.</td>
<td>General roles and responsibilities are identified for each leadership team member.</td>
<td>The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.</td>
<td>The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.</td>
</tr>
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**Innovation Configuration Matrix**

**Kansas Multi-Tier System of Supports**

- **Innovation Configuration Matrix (ICM)**

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Visit [www.kansasmtss.org](http://www.kansasmtss.org) for more resources and information.
Questions

- Is the Kansas MTSS process positively impacting reading achievement for Kansas students?
- How does the response of the Special Education population compare to that of all students?
Method

- 2,151 students
- Grades K–6
- 12–16 weeks of intervention
- Small to Mid-Size Kansas schools
- At least 1 year of Implementation without trainer support
- Randomly selected schools who volunteered their data
- Fall and Winter CBM Reading data
- Data based off most predictive indicator for time of year and grade level
Results
All Students by Tiers

Fall All Students

- Tier 1: 70%
- Tier 2: 17%
- Tier 3: 13%

Winter All Students

- Tier 1: 76.50%
- Tier 2: 13.00%
- Tier 3: 10.50%
Grade Level Data All Students

Kdgn Fall Data
- Tier 1: 76.00%
- Tier 2: 13.50%
- Tier 3: 10.50%

Kdgn Winter Data
- Tier 1: 87%
- Tier 2: 7%
- Tier 3: 6%
Grade Level Data All Students

2nd Fall Data

Tier 1: 66%
Tier 2: 19%
Tier 3: 15%

2nd Winter Data

Tier 1: 73.00%
Tier 2: 13%
Tier 3: 14%
Grade Level Data All Students

4th Fall Data

- Tier 1: 63%
- Tier 2: 22%
- Tier 3: 15%

4th Winter Data

- Tier 1: 72%
- Tier 2: 18%
- Tier 3: 11%
Growth Rate Comparisons

Comparison Data: Raised at Least 1 Tier

AS Raised 1 Tier
Sped Raised 1 Tier
Growth Rate Comparisons

Comparison Data: Made Gains, Same Tier

- AS Same Tier, Made Gains
- Sped Same Tier Made Gains
Growth Rate Comparisons

Comparison: Total Students Making Gains

- AS Total Gains
- SPED Total Gains
<table>
<thead>
<tr>
<th></th>
<th>Tier 1 Fall</th>
<th>Tier 1 Winter</th>
<th>AS Yellow or Red Increase 1+ tier</th>
<th>SPED Yellow or Red Increase 1+ tier</th>
<th>AS Same Tier, Made Gains</th>
<th>SPED Same Tier, Made Gains</th>
<th>AS Making Gains in MTSS Process</th>
<th>SPED Making Gains in MTSS Process</th>
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<tbody>
<tr>
<td>K</td>
<td>76%</td>
<td>87%</td>
<td><strong>18%</strong></td>
<td><strong>30%</strong></td>
<td>71%</td>
<td>56%</td>
<td>90%</td>
<td>85%</td>
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<td>1</td>
<td>74%</td>
<td>81%</td>
<td>13%</td>
<td>9%</td>
<td>71%</td>
<td>50%</td>
<td>84%</td>
<td>60%</td>
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<tr>
<td>2</td>
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<td>73%</td>
<td>11%</td>
<td>15%</td>
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<td>76%</td>
<td>94%</td>
<td>90%</td>
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<td>82%</td>
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<td>14%</td>
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<td>Total:</td>
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Anecdotal Evidence
Changes for All of Us
RtI/Kansas MTSS

- Not just for identification
- A continuum of services to meet the needs of ALL students
- A realignment of resources
- Support for curriculum, instructional practices, and assessment systems
# Tale of Two Boys

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<th>NWF Winter</th>
<th>DORF Fall</th>
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<td>Boy #1</td>
<td>27 (Tier 3)</td>
<td></td>
<td>9 (Tier 3) 56% accuracy</td>
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<tr>
<td>Boy #2</td>
<td>35 (Tier 2)</td>
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<td>24 (Tier 3) 86% accuracy</td>
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How to navigate the website

Links to materials and resources

www.kansasmtss.org
Navigating Our Website
Navigating Our Website

![Website screenshot with links to various resources]

<p>| Kansas MTSS Innovation Configuration Matrix (ICM) [Version 3.1 Updated July 2012] |</p>
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TASN Project
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