MTSS: Increasing Achievement for ALL Students

Denise Brown, Kansas MTSS
Stephanie Stindt, Kansas MTSS
### Tale of Two Boys

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<tr>
<th></th>
<th>NWF Fall</th>
<th>NWF Winter</th>
<th>DORF Fall</th>
<th>DORF Winter</th>
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</thead>
<tbody>
<tr>
<td>Bill</td>
<td>27 (Tier 3)</td>
<td></td>
<td>9 (Tier 3)</td>
<td>56% accuracy</td>
</tr>
<tr>
<td>Ted</td>
<td>35 (Tier 2)</td>
<td></td>
<td>24 (Tier 3)</td>
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<td>9 (Tier 3) 56% accuracy</td>
<td>73 (Tier 1) 96% accuracy</td>
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<td>(Tier 1)</td>
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<td>74 (Tier 1) 96% accuracy</td>
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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

K: 15%
1: 10%
2: 12%
3: 9%
4: 15%
5: 20%
6: 7%
ALL: 12%
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>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>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>76%</td>
<td>87%</td>
<td>18%</td>
<td>30%</td>
<td>71%</td>
<td>56%</td>
<td>90%</td>
</tr>
<tr>
<td>1</td>
<td>74%</td>
<td>81%</td>
<td>13%</td>
<td>9%</td>
<td>71%</td>
<td>50%</td>
<td>84%</td>
</tr>
<tr>
<td>2</td>
<td>66%</td>
<td>73%</td>
<td>11%</td>
<td>15%</td>
<td>83%</td>
<td>76%</td>
<td>94%</td>
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<tr>
<td>3</td>
<td>75%</td>
<td>79%</td>
<td>8%</td>
<td>10%</td>
<td>82%</td>
<td>76%</td>
<td>91%</td>
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<tr>
<td>4</td>
<td>63%</td>
<td>72%</td>
<td>14%</td>
<td>14%</td>
<td>75%</td>
<td>83%</td>
<td>88%</td>
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<tr>
<td>5</td>
<td>61%</td>
<td>66%</td>
<td>13%</td>
<td>16%</td>
<td>77%</td>
<td>70%</td>
<td>90%</td>
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<td>6</td>
<td>78%</td>
<td>77%</td>
<td>3%</td>
<td>8%</td>
<td>68%</td>
<td>56%</td>
<td>71%</td>
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<tr>
<td>Total:</td>
<td>70%</td>
<td>77%</td>
<td>12%</td>
<td>15%</td>
<td>76%</td>
<td>69%</td>
<td>88%</td>
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</table>
MTSS impacts K-12 student behavioral outcomes, including high school.

A decrease in discipline referrals from 1151 to 716 equates to 145 student hours and 181 administrator hours recovered.
Does Your Data Look Like This?

Fitting Your MTSS Pieces Together for Student Success
Critical Components of MTSS

- Evidence-based Curriculum
- High Quality Instruction
- Comprehensive Assessment System
- Data-Based Decision Making
- Fidelity of Implementation Efforts
Curriculum

• Establish a Curriculum Protocol
  • Identifies what is used at each Tier for each instructional focus
  • Problem solving as a practice is used to match students to the appropriate intervention from the curriculum protocol
<table>
<thead>
<tr>
<th>CORE</th>
<th>Differentiation of Core</th>
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<tbody>
<tr>
<td></td>
<td>Little Treasures (PreK)</td>
</tr>
<tr>
<td></td>
<td>Treasures (1st-5th Grade)</td>
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<tr>
<td></td>
<td>Treasures Leveled Readers</td>
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<tr>
<td></td>
<td>Triumphs</td>
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</table>

**Tier 2 (Targeted Skills)**

- Interventions for All: Phonological Awareness-Zgonc
- Road to the Code
- Start Up

- Phonics A-Z (Blevins)/Treasures Decodable Text/Florida Activities
- Phonics & Word Study/Treasures Decodable Text/Florida Activities
- West Virginia Website: [https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons/](https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons/)
- Build Up
- Spiral Up
- Rewards
- Phonics Blitz

- Six Minute Solution
- Read Naturally

**Tier 3 (Comprehensive)**

- Reading Readiness

- Phonic Boost
- Corrective Reading (Decoding)

- Six Minute Solution

- Frayer Model
  - Teaching Vocabulary Through Morphemes
  - Developing Metacognitive Skills/Six Way Paragraphs
  - Teaching Students to Read Nonfiction (Blevins)
  - Treasures Leveled Readers
  - Additional instruction on Comprehension Strategies presented in the core

**Additional instruction on Comprehension Strategies presented in the core**

**Alphabetic Phonics, S.P.I.R.E**

<table>
<thead>
<tr>
<th>Phonological Awareness</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
</tr>
</thead>
</table>


High Quality Instruction

• Do you know high quality instruction when you see it?

• How do you know?

• How are instructional practices selected?
Rank These Practices from Most to Least Effective.....

- Retention
- Ability grouping
- Direct Instruction
- ....
<table>
<thead>
<tr>
<th><strong>What Works in Raising Student Achievement?</strong></th>
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<tbody>
<tr>
<td>Student visible learning</td>
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<tr>
<td>Formative teacher evaluation</td>
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<td>Acceleration</td>
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<td>Feedback</td>
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<td>Metacognitive strategies</td>
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<td>Direct instruction</td>
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<td>Peer tutoring</td>
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<td>Parental involvement</td>
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<td>Questioning</td>
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<td>Writing programs</td>
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<td>Cooperative learning</td>
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<td>Integrated curriculum</td>
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<td>Computer-assisted instruction</td>
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<td>Inquiry-based teaching</td>
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<td>Homework</td>
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<td>Individualized instruction</td>
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<td>Summer school</td>
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<td>Class size</td>
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<td>Co-/team teaching</td>
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<tr>
<td>Mentoring</td>
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<tr>
<td>Ability grouping</td>
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<tr>
<td>Teacher subject matter knowledge</td>
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<tr>
<td>Summer vacation</td>
</tr>
<tr>
<td>Retention</td>
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<tr>
<td>Television</td>
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**How do we know what has the most impact?**

- >0.40 = student learning accelerates
- 0.40 = students learn a year's worth of academic material over the course of one school year
- 0.00 = no effect on student learning
- <0.00 = student learning is negatively affected
Assessment System

• Should have a comprehensive assessment system
  1) Universal Screening: CBMs for academics and measures of internalizing and externalizing behavior
  2) Progress Monitoring of Core
  3) Diagnostic Assessments
  4) Progress Monitoring of Interventions
  5) Outcome Assessments
## Comprehensive Assessment Plan - Reading

### Universal Screening Assessment

<table>
<thead>
<tr>
<th>Assessment Used</th>
<th>Grades</th>
<th>Decision Rules or Cut Points</th>
<th>Areas Assessed</th>
<th>Who is responsible for administration</th>
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### Diagnostic Processes and Assessments

<table>
<thead>
<tr>
<th>Assessment Used</th>
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### Progress Monitoring of Intervention

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### Progress Monitoring of Core Instruction

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Data-Based Decision Making

- Problem Solving as a practice throughout the system opposed to a title of a team or something done in isolation
- Collaborative Teams and Building Leadership Teams are meeting
- Problem solving is conducted at every level and moves to individual students, as needed
Data-Based Decision Making
Fidelity of Implementation

Not another “F” word!
“The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not.”

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010
Further Support for Your School in This Process
Refinement Training

- February 12, Smoky Hill, Salina
- March 12, Greenbush, Eudora
- April 1, Southwest Plains, Sublette
How to navigate the website

Links to materials and resources

www.kansasmtss.org
Navigating Our Website

www.kansasmtss.org

2012 Kansas MTSS Symposium
2012 Kansas MTSS Symposium Handouts
2012 Kansas MTSS Symposium Evaluation Summary

Kansas Multi-Tier System of Supports

Welcome to Kansas Multi-Tier System of Supports
MTSS is 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.

Find us on Facebook

2012 Kansas MTSS Symposium
2012 Kansas MTSS Symposium Handouts
2012 Kansas MTSS Symposium Evaluation Summary

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TASN Project

Quick Links

- KSDE SES
- Kansas Learning Network (KLN)
- IEP/Training/Coaching Resources
- Kansas LETRS Training Information
- Kansas Multi-Tier System of Supports (MTSS)
- SISEP/NIRN
- Evaluation and Eligibility Resources
- Kansas Common Core Standards

Making connections to improve outcomes.

Kansans’ Technical Assistance System Network (TASN) provides technical assistance to support school districts’ systematic implementation of evidence-based practices.

To request assistance, please click the button below and complete the form. You will be contacted within five business days.

Request Assistance

Upcoming Conferences

2013 Winter Leadership Conference
February 20, 2013
Hyatt Regency
Wichita, Kansas
Click for more information

Professional Development
Calendar

Upcoming Professional Development Opportunities
Think of where your school is with implementation of MTSS in relation to the critical components – what is your next step? What will you do next week to move your school forward?
Contact Information

• Stephanie Stindt: stephanie@kansasmtss.org
• Denise Brown: denise@kansasmtss.org