Kansas Multi-Tier System of Supports: Living a Culture of Engagement
MTSS and RtI Connection
All Systems Go!

Wichita’s Path to Transformation with MTSS
Are we a “school system” or are we a “system of schools”? 
We ALL teach graduates.
Sustainability

Unless you align
• school,
• district,
• state, and
• national agendas,
innovation within schools cannot be sustained.
The Strategic Plan

MTSS is the WORK!

• Vision

• Strategic Plan

• Support and Direction from the District
Collaborative Partners

• Anita Archer: Explicit Instruction
• James Baker: Academic Structuring and Implementation
• George Batsche: Leadership and RtI
• Stevan Kukic: Strategic Reform
• Robert Pipik: Performance Management
• Randy Sprick: Positive Behavior Supports
Multi-Tier System of Supports IS the System Framework in Wichita Public Schools
District-Level Non-Negotiables

The culture of collaboration is embraced, expected, and supported at the school and district level as operationalized by the MTSS innovation configuration matrix.

District level standard protocols, in the areas of academic and behavior assessment, curriculum, intervention, instruction, and operations are established, implemented and supported with fidelity.

The focus of Professional Development is expecting and supporting fidelity of implementation.

Results-driven leadership is expected and supported.
## District PD Plan

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Feeder Pattern(s)</th>
<th># of schools</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Northeast &amp; West</td>
<td>21</td>
<td>Positive Behavior Supports</td>
<td>Positive Behavior Supports</td>
<td>Academics</td>
<td>Academics</td>
<td>Support for full system Implementation</td>
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<tr>
<td>3</td>
<td>Northwest &amp; South</td>
<td>19</td>
<td>Academics</td>
<td>Academics</td>
<td>Positive Behavior Supports</td>
<td>Positive Behavior Supports</td>
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System Considerations

- Comprehensive Assessment System
- Positive Behavior Supports
- Structuring for Academic Literacy
- System of Data-Driven Decision Making
## Comprehensive Assessment System: What is different?

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Use of Assessment</th>
<th>Purpose of Assessment</th>
<th>MTSS</th>
<th>Selected Assessment</th>
<th>Eliminated Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screening</td>
<td>To identify students who need more intense assessment to determine the potential for intervention</td>
<td>“First Alert”</td>
<td>ALL</td>
<td>• AIMSweb</td>
<td>• DIBELS • Jerry Johns</td>
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<tr>
<td>(Formative)</td>
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<td>• Get it, Got it, Go</td>
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<tr>
<td>Progress Monitoring</td>
<td>To determine student progress and to plan differentiated instruction</td>
<td>“Growth Charts”</td>
<td>SOME &amp; FEW (Tier2/3)</td>
<td>• AIMSweb</td>
<td>• DIBELS</td>
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<td>(Formative)</td>
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<tr>
<td>Diagnostic</td>
<td>To plan instruction, including intensive intervention strategies</td>
<td>“In-depth View”</td>
<td>FEW (Tier2/3)</td>
<td>• AIMSweb</td>
<td>• NWEA-MAP</td>
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<tr>
<td>(Formative)</td>
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<td>• PAST</td>
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<td>• Quick Phonics</td>
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<td>• Error Analysis</td>
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<td>• Navigator Screener</td>
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<tr>
<td>Outcome</td>
<td>To evaluate student performance after instruction is completed</td>
<td>“Reaching Our Goals”</td>
<td>ALL</td>
<td>• Kansas State Assessment</td>
<td>• Gates McGinitie</td>
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<td>(Summative)</td>
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<td>• ACT, PLAN, EXPLORE</td>
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</table>
## 2011-2012 Comprehensive Assessment System

### Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>PreK</th>
<th>K</th>
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<th>11</th>
<th>12</th>
<th>August 22 – September 2 (K @ staggered attendance)</th>
<th>November 28 – December 16</th>
<th>April 23 – May 4</th>
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<tbody>
<tr>
<td>Universal Screener: Used to measure general outcomes of basic skills at the foundational level. HS uses 8th grade materials to identify appropriate instructional level.</td>
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<td>Get it, Got it, Go</td>
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<td>Read Well Entry Placement</td>
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<td>Computation: AIMSweb</td>
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<td>Concepts/Application: AIMSweb M-CAP</td>
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### HS students considered at-risk of underperforming

### Progress Monitoring: Used to monitor the progress of students identified as at-risk or below target by setting goals and assessing at the goal level to demonstrate improvement.

<table>
<thead>
<tr>
<th>See Assessment Protocols</th>
<th>PreK</th>
<th>K</th>
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<th>See Assessment Protocols</th>
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<tbody>
<tr>
<td>Read Well Units &amp; TEL AIMSweb</td>
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<td>Individual students as needed</td>
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<td>Early Literacy: AIMSweb</td>
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<td>Fluency: AIMSweb R-CBM</td>
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<td>Individual students as needed</td>
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<td>Comprehension: AIMSweb MAZE</td>
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<td>Early Numeracy: AIMSweb</td>
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<td>Individual students as needed</td>
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<td>M-CAP &amp; M-COMP</td>
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<td>Individual students as needed</td>
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</table>

### Diagnostics: Used to determine cause and affect relationships in students’ misconceptions of specific skills and concepts.

| Literacy: PAST                        | •    | • | • | • | • | • | • | • | • | • | • |     |     |     | Individual students as needed               |
| Literacy: Quick Phonics/Decoding Surveys | •    | • | • | • | • | • | • | • | • | • | • |     |     |     | Individual students as needed               |
| Skills/Strategies Identification: Lexia | •    | • | • | • | • | • | • | • | • | • | • |     |     |     | Individual students as needed               |
| Fluency: AIMSweb R-CBM                 | •    |   |   |   |   |   |   |   |   |   |   |     |     |     | Individual students as needed               |
## 2011-2012 Comprehensive Assessment System

**Outcome Assessments:** Evaluate student performance after instruction is completed.

<table>
<thead>
<tr>
<th>Writing using appropriate rubrics</th>
<th>PreK</th>
<th>K</th>
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<th>12</th>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tbody>
<tr>
<td><strong>Writing Performance:</strong> (See curriculum guides for writing information by grade level)</td>
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<tr>
<td>Reading/ELA, Soc. St., Science</td>
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<td>2-11</td>
<td>K-11</td>
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<table>
<thead>
<tr>
<th>Computerized Assessments</th>
<th>PreK</th>
<th>K</th>
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<th>11</th>
<th>12</th>
<th>OTL/Alternate windows</th>
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<tbody>
<tr>
<td>Kansas State Assessments:</td>
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<tr>
<td>Reading and Math - Grade 11 cohort</td>
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<td>Fall OTL: October 3-January 20 (All) Spring OTL: February 15-May 11 (9th/10th R &amp; M &amp; Sci; and 10th Hist/Gov)</td>
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<tr>
<td><em>(Feb 15 – April 20) grades 3-8</em>*</td>
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<td>*(Feb 15 – May 11) grades 9 and 10</td>
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<td>Science - Grade 11 Cohort</td>
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<td>Alternate: Indicators by November 22, 2011 All scores entered by April 20, 2012</td>
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<td>*(Feb 15 – April 20) grades 4 &amp; 7</td>
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<td>*(Feb 15 – May 11) grades 9 and 10</td>
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<td><em>The testing window for 2012 will be February 15 – April 20 for all subject areas. Please note that April 20 is a “hard close”, therefore there will be no time in the schedule for make-ups</em> <strong>Note exceptions for grades 9 and 10.</strong></td>
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<td>*(Feb 15 – April 20) grade 6 &amp; 8</td>
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<td>*(Feb 15 – May 11) grade 10</td>
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<td>ELL identified students-February 6 – April 30</td>
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<td>Pre-LAS</td>
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<td>Aug 22 – Sept 9 &amp; March 26 – April 16</td>
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<tr>
<th>College Readiness Assessments</th>
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<td>October 12 – November 9 (8th grade AVID only) October 12 (9th grade)</td>
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<td>ACT Plan</td>
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Interested and encouraged sophomores and juniors
Positive Behavior Supports

• Safe and Civil Schools (Randy Sprick)
  o Classroom Management System: CHAMPS/ACHIEVE
    (4000 instructional staff trained)
  o Schoolwide Management System: FOUNDATIONS training for structuring
    • Guidelines for Success
Academic Focus: Literacy

Narrowing the Focus

• Three-Pronged Approach
  o Revising Literacy Curriculum Protocol
    • Guaranteed and Viable Curriculum
    • Kindergarten Curriculum
    • Systemic P-12 Intervention Solutions
  o Professional Development that develops all teachers into Literacy Experts (LETRS)
  o Instructional Model (including Explicit Instruction)
System of Data-Driven Decision Making

• Performance Management System
• Facility Stat
• School Stat
  o Principals
  o Leadership Teams
  o Grade-level/Department Teams
Translating Mission to Motion

Decision

Academic Leadership Team

MTSS District Leadership Team

Recommendation

- Coaching
- Literacy
- Behavior
- Math
- Instruction (2012)
- Leadership (?)
- Professional Development (?)

Superintendent
Asst. Superintendents
Executive Directors
Chief Academic Officer
Learning Services
Student Support Services
Innovation & Evaluation
Kansas MTSS Evaluation Project

October 2012
The Study Group Inc.’s Support to KSDE

- **RFP planning & design.**
- **Evaluation management & oversight.**
TSG’s Role in RFP Planning & Design

Duration: 4 years.

Focus: formative & summative.

Parameters:

- Address evaluation questions.
- Conduct evaluability assessment.
- Maximize use of existing data.
- Relate to multiple audiences.
TSG’s Role in RFP Planning & Design continued

**Outcomes:**

- Effects on school practice.
- Effects on students.
- Effects on systems.
TSG’s Role in Management & Oversight

- Sustain focus on evaluation questions.
- Ensure integrity of data collection & analysis.
- Recognize the differences/uses of formative & summative results.
- Maintain long-term perspective.
WestEd’s Evaluation of MTSS as a Statewide Initiative

• Guided by state’s questions
• Informed by Evaluability Assessment
• Informed and driven by research and theoretical framework
• Both formative and summative
MTSS Evaluation Questions

1. Scope
2. Implementation
3. Student Outcomes
4. Statewide System and Infrastructure
5. Sustainability
Evaluability Assessment

Purpose
• Explore the feasibility of doing an evaluation
• Identify how to measure intended outcomes of MTSS initiative

Activities
• Document review
• Interviews
• Literature review
• Examination of data sources
What we learned from the EA?

- MTSS logic model, conceptual framework, and ICM are well aligned
- Stakeholders at all levels have common understanding of purpose, goals and outcomes of MTSS
- Data sources are available
- Some challenges or limitations in data availability

→ All informed Evaluation Plan
Conceptual Framework for MTSS Evaluation

Online Survey of School

Interviews, Focus Groups, Documents & Extant Data

Case Studies

Outcomes Data
Data Collection Activities
Extant Data

- Core Team data - MTSS training participation
- State data - School characteristics
- Student outcomes - Kansas Statewide Assessment
- MTSS Training and other documents
Data Collection Activities
New Data Collection

- Statewide online survey- All schools
- Case studies- One district and five schools
- Collection of Building Level Status Forms and ODR data
- Interviews and focus groups
Evaluation Activities To Date

• In baseline year of 3 years
• Formative activities for quick feedback
  o Participation tracking
  o MTSS practices school survey
  o Collection of building level universal screening data
MTSS School Survey

- All schools—1346 buildings
- 656 usable responses
- 48.7% response rate
  - Over representation of schools implementing MTSS
- Responses from 233 of 289 districts statewide
- 80.6% of all public school districts
Survey was designed to...

- Identify schools implementing MTSS
- Classify schools into stages of implementation based on their self-reported practices
  - Worked closely with KSDE MTSS leadership to identify what practices equate to each stage
- Track implementation and progress through stages over time
Survey Topic Areas

• Introductory Questions
• Leadership and Empowerment
• Assessment Practices
• Curricular and Instructional Practices
• Data-based Decision-making
• Tiered Interventions
• Student Outcomes
• Professional Development
• Barriers and Supports to Implementation
• Integration and Sustainability
Survey Findings

Highlights

• 88.2% responding schools implementing MTSS

Level of implementation varies:

• 32.8% initial implementation
• 6.1% in full implementation

MTSS has the potential to become a statewide, fully implemented school improvement initiative.
Next Steps

• Case Study Site Visits Fall 2012
• Analysis of quantitative data
  o State assessment data
  o Building level status data
• Document review
  → Continue evaluation cycle yearly
• Summative activities will track progress over time.
Contact Information

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- Learning Innovations at WestEd Web site: http://www.wested.org/li
The Kansas MTSS Framework