Slide 1

Designing and Implementing Multi-Tiered System of Support District-Wide: A Team Approach

Dr. Gillian Chapman, Associate Superintendent Administrative Services
gillianchapman@smsd.org

Dr. Curtis Cain, Associate Superintendent Educational Services
curtiscain@smsd.org

Deborah Haltom, Director of Special Education
deborahhaltom@smsd.org

Betsy Degen, Director of Curriculum and Instruction
betsydegen@smsd.org

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Slide 2

Today's Objectives

1. Describe how SMSD followed KS ICM and how we are implementing it in SMSD
2. Walk you through our Core Beliefs and how they play out in implementation
3. Share our standard protocol
4. Identify some of the challenges we faced and will face.

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Slide 3

Why MTSS?

3

Slide 4

MTSS is about Special Ed

MTSS is about General Ed

MTSS is About Every Ed!

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Slide 5

How do you spell AYP?

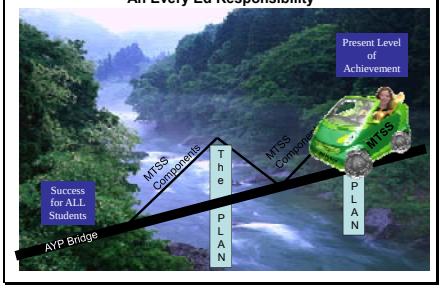
MTSS !

5

Slide 6

Bridging the AYP Gap Using MTSS:

An Every Ed Responsibility



Slide 7

School-Wide Academic Support

Current Status

- 5 schools participating since 2005-07 – Cohort A
  - Bonjour - Moody
  - Roesland - Highlands
  - Benninghoven
- 9 schools participating since 2007-08 – Cohort B
  - Brookridge - Pawnee
  - Comanche - Rosehill
  - Ray Marsh - Shawanoe
  - Merriam Park - Sunflower
  - Overland Park
- Academic foci to date:
  - reading
  - universal screening
  - progress monitoring
  - problem solving

2008-09 Plan

- Remaining elementary schools will comprise Cohort C
  - Apache - Belinder
  - Bluejacket Flint - Briarwood
  - Broken Arrow - Brookwood
  - Corinth - Crestview
  - Diemer - East Antioch
  - McAuliffe - Mill Creek
  - Nieman - Prairie
  - Rising Star - Rushton
  - Santa Fe Trail - Tomahawk
  - Trailwood - Westwood View
- PLC's secondary schools
- Staff development will be made available for all in the form of:
  - Building facilitated activities
  - Inservice options
  - Afterschool courses
  - Onsite coaching

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Slide 8

School-Wide Social Support

Current Status

- 2 schools currently receiving district coaching and KU training/support
  - Hocker Grove
  - Westridge
- 4 elementary schools who received training/support from Juniper Gardens
  - Oak Park - Overland Park
  - Rosehill
  - Rushton
- Some schools have had BIST training

2008-09 Plan

- Five schools in the West Area will be offered the opportunity to participate in KU supported training.
  - These schools will receive direct district coaching and support
- Schools not in the West Area will receive support from area identified coach.
- Schools implementing BIST may incorporate the components into School-Wide PBS

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Slide 9

KANSAS
Multi-Tier System of Supports (MTSS)
Innovation Configuration Matrix (ICM)

- **Leadership and Empowerment**
- **Assessment**
- **Curriculum**
- **Instruction**
- **Data-Based Decision Making**
- **Integration and Sustainability**

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Slide 10

KANSAS
Multi-Tier System of Supports (MTSS)
Innovation Configuration Matrix (ICM)

- **Leadership and Empowerment**

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Slide 11

Tend the CHAOS, Don't Manage it!

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Slide 12

A nighly effective school leader can have a dramatic influence on the overall academic achievement of students.

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Marzano, Waters, & McNulty, 2005

Slide 13

SMSD Strategic Plan for Student Success

Core Beliefs:

Every student learns and continually achieves to high and challenging standards.

Education includes both social and academic competencies.

The teacher is the most important influence on student achievement.

Everyone has an individual, collaborative, and collective responsibility for each student.

Everyone in the educational community continually reflects and learns in an empowering culture.

Change is inevitable and necessary; our response is intentional.

Mission Statement:

The educational community will relentlessly empower each student to succeed through an intentional multi-tiered system of support

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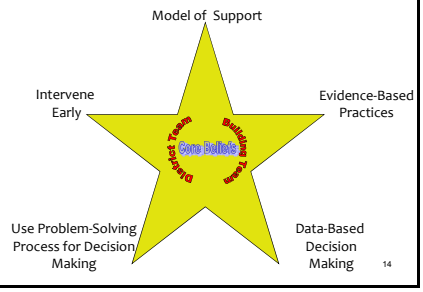
Slide 14

MTSS - Big Ideas



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KANSAS
Multi-Tier System of Supports (MTSS)
Innovation Configuration Matrix (ICM)

- **Leadership and Empowerment**
- **Assessment**

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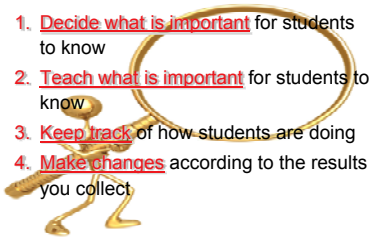
Slide 16

The Big "BIG" Idea of MTSS

1. Decide what is important for students to know
2. Teach what is important for students to know
3. Keep track of how students are doing
4. Make changes according to the results you collect



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Focus on continual improvement and results requires educators to change traditional practices and revise prevalent assumptions. Educators must begin to embrace data as a useful indicator of progress. They must stop disregarding or excusing unfavorable data and honestly confront the sometimes-brutal facts. They must stop using averages to analyze student performance and begin to focus on the success of each student.

DuFour, 2004

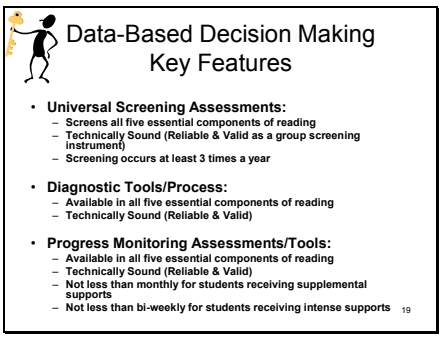
Slide 18

The difference between a formative and summative assessment has also been described as the difference between a physical and an autopsy.

Professional Learning Communities prefer physicals to autopsies.

DuFour, et al., 2004

Slide 19



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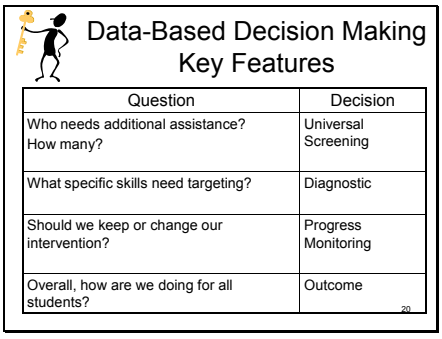

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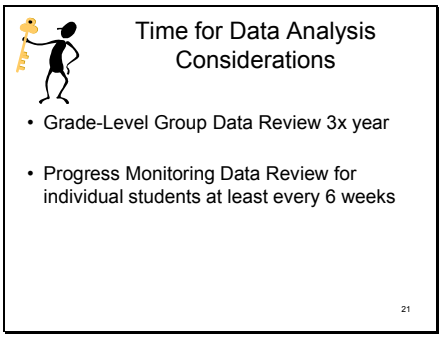

Slide 22

Data-Based Decision Making What…

Tier	Scope	Assessment	Assessment Level	Administered by	Frequency
Tier I Universal Screening	All Students	DIBELS: K-6	Grade Level	Classroom teacher / building team	Fall, Winter, Spring
		MAP: 3-6	Assessment software determines level	MAP Proctor	Fall, Spring (optional winter)
Tier 2 Strategic Progress Monitoring	Some Students	DIBELS	Grade Level	Classroom teacher / building team	Every other week
Tier 3 Intensive Progress Monitoring	Few Students	DIBELS	Grade Level Off grade level when appropriate	Classroom teacher / building team	Weekly

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Data-Based Decision Making What…

Question	SMSD Protocol
Who needs intervention?	• Students below benchmark on DIBELS and/or ≤ 40%ile on MAP, confirmed and validated by other data
How many?	• Classwide • Small Group

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Data-Based Decision Making What…

Question	SMSD Protocol
Which skills needs targeting?	• Determine IF more data are necessary to know which skills need targeting. • Collect additional data when pattern is not clear. • Match student need to standard protocol interventions.

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Slide 25

Data-Based Decision Making What…

Question	SMSD Protocol
Should we keep or change our intervention?	• Students will be monitored either 2x month or weekly using DIBELS. • If three consecutive data points fall below the aimline: Stop, Reflect, Respond • If three data points are consecutively at/above benchmark: Stop, Reflect, Consider decreasing intervention and celebrate!

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Slide 26

Data-Based Decision Making What…

Question	SMSD Protocol
Overall, how are we doing for all students?	• Summative data review looking at multiple measures • Program evaluation opportunity in Winter and Spring

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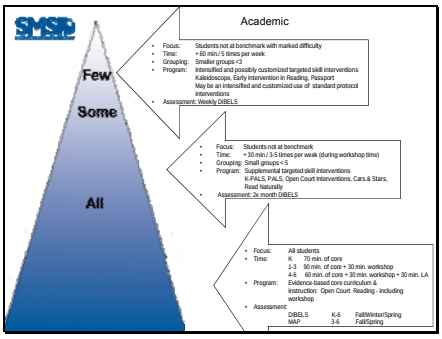
Slide 27



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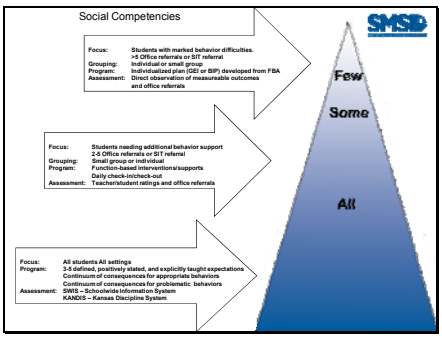

Slide 29

KANSAS
Multi-Tier System of Supports (MTSS)
Innovation Configuration Matrix (ICM)

- **Leadership and Empowerment**
- **Assessment**
- **Curriculum**

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Slide 30

How's it working for you?

- What basals and core textbooks are we using?
- What's a basal?
- What interventions are we using?
- How well linked are our core and intervention materials?
- What is the effect of our mix of core and intervention materials on student achievement?

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Slide 31

Evidence-Based Practices Key Features

- **Curriculum materials must address all five essential components of reading**
- **District curriculum must be aligned to the state standards**
- **District curriculum must be taught with fidelity**
- **Instruction must be evidenced-based at all levels**

Slide 32

Evidence-Based Practices What…

- Core Curriculum
  - Open Court
  - Time allocation
    - Kindergarten: 70 min. daily
    - Grades 1-3: 90 min. + 30 min. workshop daily
    - Grades 4-6: 60 min. + 30 min. workshop + 30 min. LA daily
- Interventions

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Slide 33

SMSD

MTSS Reading Materials

PA = Phonemic Awareness P = Phonics FL = Fluency VO = Vocabulary CO = Comprehension

Material/Program Name	Instructional Objective/Focus					Type of Program	Grade Level(s)	Description
K-Pals	PA ■	P ■	FL □	VO □	CO □	■ Core/Tier I ■ Tier II □ Tier III	K teacher	A research-based, peer-tutoring program for kindergarten students, *K-PALS* uses literacy activities to improve their early reading skills-especially those students who are below benchmark in phonemic awareness, phonics, and fluency with alphabetic principle.
1st gr. Pals and Teacher-directed Pals	PA ■	P ■	FL ■	VO □	CO □	■ Core/Tier I ■ Tier II □ Tier III	1st teacher	A research-based, intervention program typically conducted three days each week for about 16 weeks, First Grade Pals provides students with instruction in and practice of critical decoding strategies and comprehension. Two "routines" are taught and used: Sounds and Words which focuses on phonemic awareness, decoding, and fluency and Story Sharing which focuses on comprehension.
Early Intervention in Reading	PA ■	P ■	FL ■	VO ■	CO ■	□ Core/Tier I □ Tier II ■ Tier III	1 & 2 Reading specialist	A research-based intervention for struggling readers in grades 1-3, EIR places students in the program based on their scores for word and sentence reading and sentence passage reading. Level 1 teaching routines are recommended for small groups of 3-5 students for 40 minutes per day, 5 days a week. Level 2 focuses on comprehension and supports the foundation built in Level 1 through continuing phonics and word knowledge along with vocabulary, fluency and comprehension.

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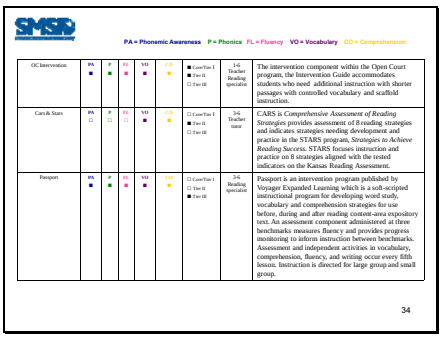

PA = Phonemic Awareness P = Phonics FL = Fluency VO = Vocabulary CO = Comprehension

OC Intervention	PA ■	P ■	FL ■	VO ■	CO ■	■ CoreTier I ■ Tier II □ Tier III	1-6 Teacher Reading specialist	The intervention component within the Open Court program, the Intervention Guide accommodates students who need additional instruction with shorter passages with controlled vocabulary and scaffold instruction.
Cars & Stars	PA □	P □	FL □	VO ■	CO ■	□ CoreTier I ■ Tier II □ Tier III	3-6 Teacher tutor	CARS is *Comprehensive Assessment of Reading Strategies* provides assessment of 8 reading strategies and indicates strategies needing development and practice in the STARS program, *Strategies to Achieve Reading Success*. STARS focuses instruction and practice on 8 strategies aligned with the tested indicators on the Kansas Reading Assessment.
Passport	PA ■	P ■	FL ■	VO ■	CO ■	□ CoreTier I □ Tier II ■ Tier III	3-6 Reading specialist	Passport is an intervention program published by Voyager Expanded Learning which is a soft-scripted instructional program for developing word study, vocabulary and comprehension strategies for use before, during and after reading content-area expository text. An assessment component administered at three benchmarks measures fluency and provides progress monitoring to inform instruction between benchmarks. Assessment and independent activities in vocabulary, comprehension, fluency, and writing occur every fifth lesson. Instruction is directed for large group and small group.

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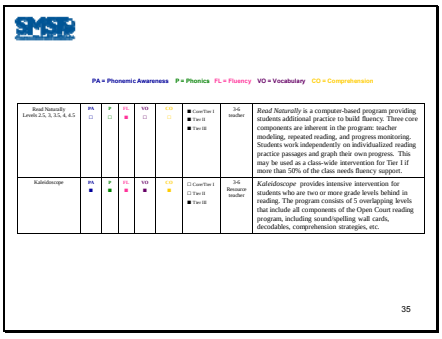

PA = Phonemic Awareness P = Phonics FL = Fluency VO = Vocabulary CO = Comprehension

Read Naturally Levels 2.5, 3, 3.5, 4, 4.5	PA □	P □	FL ■	VO □	CO □	■ CoreTier I ■ Tier II ■ Tier III	3-6 teacher	*Read Naturally* is a computer-based program providing students additional practice to build fluency. Three core components are inherent in the program: teacher modeling, repeated reading, and progress monitoring. Students work independently on individualized reading practice passages and graph their own progress. This may be used as a class-wide intervention for Tier I if more than 50% of the class needs fluency support.
Kaleidoscope	PA ■	P ■	FL ■	VO ■	CO ■	□ CoreTier I □ Tier II ■ Tier III	3-6 Resource teacher	*Kaleidoscope* provides intensive intervention for students who are two or more grade levels behind in reading. The program consists of 5 overlapping levels that include all components of the Open Court reading program, including sound/spelling wall cards, decodables, comprehension strategies, etc.

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Teaching had 6 to 10 times a much impact on achievement as all other factors combined.

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Mortimore & Sammons, 1987

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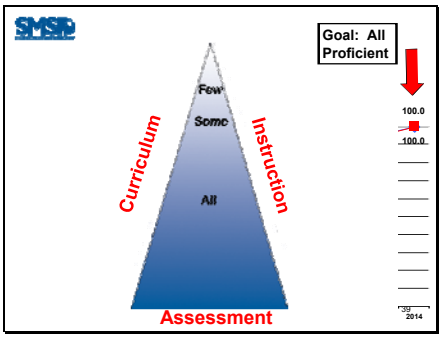
Effective Teaching is a dynamic mixture of expertise in a vast array of instructional strategies combined with a profound understanding of the individual students in class and their needs at particular points in time.

38

Berliner, 1986

Slide 39



Slide 40

"I was not completely sold on this at the beginning, but I am now"
– Tish Davis, Benninghoven Reading Teacher

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- **Instruction**
- **Data-Based Decision Making**

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SMSD

Why Develop a Standard Protocol?

Freedom is the greatest when the ground rules are clear. Chalk out the playing field and say, 'Within those lines, make any decisions you need'.

Dick Brown,
Transition Management Advisor

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SMSD

Standard Protocol Chalk Lines

- Outlines Systematic Process
- Provides Step-by-Step Directions
- Forms Guide Processes

- Training Focused on Protocol Components

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Slide 44

"The MTSS framework has allowed us to replace a sometimes random and reactive approach to a much more systematic and strategic methodology for addressing the needs of all our students. The model organizes our collective efforts and is very easy for all staff members to understand."

-Kathleen Murphy, Roesland Principal

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- **Instruction**

- **Data-Based Decision Making**
- **Integration and Sustainability**

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Slide 46

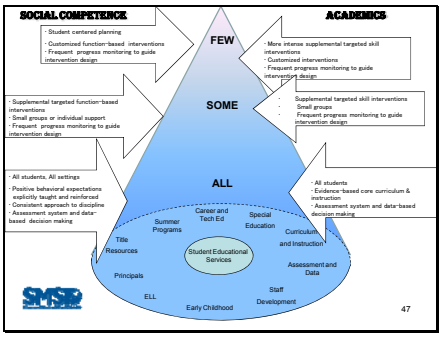
Shift in Thinking
Change in How Our System Responds

	From….	To…..
Student	Which students need help?	What help does each student need?
System	Having programs and people available	Intentional design/redesign of our services as resources

6

Adapted from Dan Reschly, 2002

Slide 47



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SMSD MTSS Staff Development Components

- Universal Screening
- Fidelity of Instruction and Assessment
- Progress Monitoring
- Data-based Decision Making
- Program Evaluation

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Slide 49

How do we sustain MTSS in SMSD

- Focus on Achievement Meetings
- Curriculum Councils
- Moodle
- Principal meetings
- In short, we strategically work to ensure that MTSS is a part of the SMSD culture.

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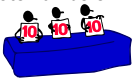
Slide 50

RESULTS SO FAR

- Improved achievement for all
- Increased collaborative opportunities for teachers and families
- Decreased unnecessary referrals for special education evaluations
- Lessened the disproportionate numbers in special education
- Increased teacher efficacy
- Improved accountability



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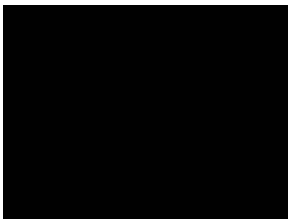

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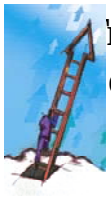

'ruly, it IS a matter of WILL and not skill!

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Slide 53

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Slide 54

What are your chalk lines?

- What is your core?
- How much instructional time?
- What if you are not at proficiency?
- How do you know?

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Slide 55

Those who expect moments of change to be comfortable and free of conflict have not learned their history.

-Joan Wallach Scott

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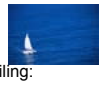
Slide 56

Rough Waters:
- Identified Problem
- Expert leaders leading in isolation and in context
- Size Matters
- Philosophy
- Disteachia

Smooth Sailing:
- Positive dissonance
- Curriculum
- Expectation and reputation for high achievement
- Abundance Mentality
- Vision
- Patience



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Slide 57

Requires shift in focus from students in groups:

ELL

Special Ed

General Ed

to

EVERY ED

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