



# Kansas Multi-Tier System of Supports Innovation Configuration Matrix (ICM)

## Leadership and Empowerment

Component 1: Effective Leadership Teams				
Implementing		In Progress		Not Implementing
LE1	<p>Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> <li>• Learners</li> <li>• Families</li> <li>• Community Collaborators</li> </ul>	<p>Formal leadership teams exist only at some levels or include representation from some but not all:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> <li>• Learners</li> <li>• Families</li> <li>• Community Collaborators</li> </ul>		No formal leadership teams exist.
LE2	Each leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.	There are separate leadership teams identified to address academic and behavioral success that meet regularly.	The leadership team is informally identified to address academics and/or behavioral concerns.	There are no identified leadership teams attending to academics and/or behavior.
LE3	The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	General roles and responsibilities are identified for each leadership team member.	No clear role is identified for how each leadership team member will support MTSS.



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Implementing		In Progress		Not Implementing
LE4	The leadership team regularly engages in formal problem solving using district/building/site level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with district, building and community.	The leadership team has formal meetings to analyze district/building/site level data, but the data/software system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.	District/building/site level data are reviewed by the leadership team, but results are not shared with others.	District/building/site level data are not reviewed regularly by the leadership team or shared with others.
LE5	The leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures of learning.	The leadership team has identified multiple indicators of success and is beginning to understand how to use those indicators as measures of learning.	The leadership team discusses indicators of progress, although Adequate Yearly Progress (AYP) is the primary indicator of success.	The only indicator of success is Adequate Yearly Progress (AYP).
LE6	The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.	The leadership team asks staff and community collaborators for input regarding professional development needs and considers that input in relationship to academic and behavioral data. There is limited focus on developing academic and behavioral expertise at each tier of support.	The administration plans professional development based on perceived needs. Data and staff input are not used to plan professional development nor is there a plan to build behavior and academic expertise.	Professional development focuses on managerial/administrative issues.



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LE7	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.	Communication within the leadership team and with community collaborators about MTSS is planned but does not occur frequently or as planned.	Communication within the leadership team occurs but is not planned. Communication with community collaborators about MTSS does not occur nor is planned.	No clear or consistent communication plan is in place to support implementation of MTSS.
<b>Component 2: Creating an Empowering Culture</b>				
Implementing		In Progress		Not Implementing
LE8	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.	Supports for struggling learners beyond entitlement programs are left up to individual or small groups of staff to design and implement.		Staff relies on title, special education and other entitlement programs to meet the needs of struggling learners.
LE9	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The administration has abdicated responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	There is no acknowledged responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
LE10	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.	The leadership team has a common understanding of the need to build knowledge and consensus around the implementation of MTSS and has a plan to do so.	The leadership team has shared information regarding MTSS.	Knowledge about MTSS is gained individually by the staff based on individual interests.



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LE11	Professional development for staff and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.	Professional development activities for staff are aligned with the principles and practices of MTSS, but do not include ongoing support and coaching or opportunities family involvement.	Professional development is directed by administration to address general topics related to achievement.	Participation in professional development is self-selected by individual staff members.
LE12	Learner experiences are customized in ways that make content relevant and enable learning.	Learners are provided with content learning experiences which are customized to their interests without regard to learning needs.	Struggling learners are matched to existing programs to receive support.	Learners are provided instruction and expected to learn.
LE13	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.	The data are shared but implications for instruction are not discussed openly.	The data are publicly reported when it is positive.	The data are publicly reported only if it is required by law/regulation to do so.
LE14	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.	The parent involvement policy is reflective of the National Standards for Family School Partnerships but does not address all six areas and/or strategies are not implemented.	The parent involvement policy is developed but is not reflective of the six National Standards for Family School Partnerships.	There is no parent involvement policy.



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## Assessment

Component 1: Comprehensive Assessment System				
Implementing		In Progress		Not Implementing
A1	The assessment system includes tools to measure all essential components of academics and behavior.	Some tools are in place, but they are either not available for both academics and behavior or they do not address all the essential components of each.		The assessment system does not include tools to measure essential components of academics or behavior.
A2	The assessment system for academics and behavior includes: <ul style="list-style-type: none"> <li>• Universal Screening</li> <li>• Diagnostic /Functional Behavioral Assessment</li> <li>• Progress Monitoring</li> <li>• Outcomes</li> </ul>	The assessment system includes some of these assessment tools or only academics and behavior: <ul style="list-style-type: none"> <li>• Universal Screening</li> <li>• Diagnostics/ Functional Behavioral Assessment</li> <li>• Progress Monitoring</li> <li>• Outcomes</li> </ul>		The assessment system includes assessment tools for outcomes only.
Component 2: Assessments are Valid and Reliable				
Implementing		In Progress		Not Implementing
A3	The staff has independently documented technical adequacy of each assessment tool used.	Documentation of technical adequacy for each assessment instrument comes only from the publishing company.	The staff assume technical adequacy but no documentation is available.	The staff uses instruments that are not technically adequate.
A4	Data are collected by staff who have been formally trained to reliably and validly administer the instruments.			The staff that having responsibility for data collection receives information but inadequate training to reliably and validly administer the instruments.



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Component 3: Adequate Capacity for Assessment System			
	Implementing	In Progress	Not Implementing
A5	Universal screening of academic skills occurs at least 3 times per year.		Universal screening of academic skills occurs less than 3 times per year.
A6	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavioral/office discipline referrals are tracked by some of the variables of learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision but not all.	Behavior/office discipline referrals are not tracked in a systematic manner or by all of the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probably motivation, and administrative decision.
A7	The staff consistently administers diagnostic/functional behavioral assessments following locally documented decision rules.	The staff does not consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.	The staff individually determines when diagnostic assessments are given.
A8	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is left up to individual teams or staff to determine.	Progress monitoring does not regularly occur for learners receiving supplemental and intensive instruction.



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Component 4: Decision Making Rules are Clear				
Implementing		In Progress		Not Implementing
A9	<p>Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding:</p> <ul style="list-style-type: none"> <li>• Access to supports</li> <li>• Changing supports</li> <li>• Intensifying supports</li> <li>• Exiting supports</li> </ul>	<p>Teams have documented decision rules, but they are unknown or inconsistently used by staff for academics and behavior regarding:</p> <ul style="list-style-type: none"> <li>• Access to supports</li> <li>• Changing supports</li> <li>• Intensifying supports</li> <li>• Exiting supports</li> </ul>	<p>Teams have informal or missing decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> <li>• Access to supports</li> <li>• Changing supports</li> <li>• Intensifying supports</li> <li>• Exiting supports</li> </ul>	<p>No commonly agreed upon or understood decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> <li>• Access to supports</li> <li>• Changing supports</li> <li>• Intensifying supports</li> <li>• Exiting supports</li> </ul>

## Curriculum

Component 1: Curriculum is Evidence Based				
Implementing		In Progress		Not Implementing
C1	<p>The staff has formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.</p>	<p>The staff relies on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.</p>	<p>Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.</p>	<p>Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.</p>



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<b>Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level</b>				
Implementing		In Progress		Not Implementing
C2	Staff has formally evaluated and documented that all curricular materials address essential academic components.	Academic curricular materials are available that address essential components.	Academic curricular materials address only some essential components.	Academic curricular materials are not available to address essential academic components.
C3	The staff has agreed to and documented 5 or fewer positively stated rules/behavioral expectations.	The staff has identified more than 5 rules/behavioral expectations.	There is a code of conduct for the building/site.	There are no clear rules/behavioral expectations for the building/site or rules/behavioral expectations are negatively worded.
C4	There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.	There is formal curriculum/system for teaching the essential components of academics across all tiers and an informal curriculum /system to teach the behavioral expectations.	There is formal curriculum/system for teaching the essential components of academics across some tiers and the behavioral expectations through correction of problem behaviors.	There is formal curriculum/system for teaching the essential components of academics across some tiers and no formal curriculum to teach behavioral expectations.
C5	The staff select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.	The staff select academic curricula, behavioral instructional materials, and programs/process for supporting behavior that are an appropriate match for the needs of the learner at some tiers.	Supplemental and intense curricula for behavior and academics are available but not based on learner need.	All learners receive the same academic curricular materials at the same time and behavior is addressed randomly or not at all regardless of need.



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<b>Component 3: All Curricula are Implemented with Fidelity</b>				
Implementing		In Progress		Not Implementing
C6	The staff is specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff implements the curricula and programs to ensure fidelity of implementation.	Some staff is trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff is provided the scope and sequence for introducing concepts to learners.	The staff receives an overview of the academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing and/or reminders of concepts that must be taught prior to state assessments.	The staff receives academic and/or behavioral core, supplemental and intense curricular materials that they are responsible for providing and are expected to implement the curricula according to the teachers' manuals provided.
C7	A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff provided throughout the year.	The fidelity of academic and behavioral curricula and program implementation at all tiers is specifically reviewed through the observation of staff during personnel evaluation and feedback is provided at that time.	The fidelity of implementation of the academic and behavioral curricula and programs at all tiers is checked by having staff turn in samples of lesson plans.	It is assumed that all staff is implementing the academic and behavioral curricula and programs at all tiers with fidelity.



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### Instruction

<b>Component 1: All Instructional Practices are Evidence Based</b>				
Implementing		In Progress		Not Implementing
I1	The staff has formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.	The staff has participated in discussions about the evidence-base of specific academic and behavioral instructional practices for different tiers.	General information about evidence-based academic and behavioral instructional practices is disseminated to staff.	There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff is expected to read information about evidence-based instructional practices.
<b>Component 2: Instructional Practices are Implemented with Fidelity</b>				
Implementing		In Progress		Not Implementing
I2	All staff is specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff understands the critical features and application in all settings. Ongoing support and coaching is provided as staff implements the instructional practices/strategies.	Some staff is trained in the use of evidence-based instructional practices/strategies for academics and behavior and “take the information back” to their colleagues via Professional Learning Communities, etc.	Selected staff (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies.	The learning instructional practices/strategies are left up to individual staff.



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Implementing		In Progress		Not Implementing
I3	The staff selects evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	The staff selects instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	The administration selects a set of behavioral and academic instructional practices/strategies for use with all learners in all settings regardless of individual need.	The staff uses the same behavioral and academic instructional practices/strategies for all learners in all settings regardless of individual need.
I4	A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff provided throughout the year.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of the staff during personnel evaluation, and feedback is provided at that time.	The fidelity of instructional practices/strategies for academics is checked by having staff note example instructional practices on sample lesson plans turned into their supervisor. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of learners.	It is assumed that all staff are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs are not a concern.
<b>Component 3: Schedule Allows for Protected Instruction Time</b>				
Implementing		In Progress		Not Implementing
I5	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff to ensure that planned time is actualized.		The schedule does not include specific time for core, supplemental and intensive instruction.



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<b>Component 4: Flexible Grouping Allows for Appropriate Instruction</b>				
Implementing		In Progress		Not Implementing
I6	Supplemental and intensive group size is based on the premise that as intensity of instruction increases, group size decreases, and instruction is delivered by highly trained staff.	Some attempts are made to lower group size for supplemental and/or intensive instruction and may or may not be delivered by highly trained staff.		Supplemental and intense instruction is provided in group sizes based upon staffing availability.

## Data-Based Decision Making

<b>Component 1: Structures for Data-Based Decision Making</b>				
Implementing		In Progress		Not Implementing
DBDM1	Clearly identified teams conduct data-based decision making at each level: <ul style="list-style-type: none"> <li>System (District/Building/Site)</li> <li>Supplemental Instruction</li> <li>Intensive Instruction</li> </ul>	Teams are identified and conduct data-based decision making at some levels: <ul style="list-style-type: none"> <li>System ( District/Building/Site)</li> <li>Supplemental Instruction</li> <li>Intensive Instruction</li> </ul>	Informal teams meet as time allows to conduct data-based decision making at some levels: <ul style="list-style-type: none"> <li>System ( District/Building/Site)</li> <li>Supplemental Instruction</li> <li>Intensive Instruction</li> </ul>	No identified team conducts data-based decision making at any level.
DBDM2	All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.	All teams have an understanding of their roles and responsibilities to make decisions about the effectiveness of curriculum and instruction but do not have a forum to influence changes.	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.	There is no common understanding of the roles and responsibilities of teams reviewing data.



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Implementing		In Progress		Not Implementing
DBDM3	All staff is actively involved and has been trained in the problem solving process and uses it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.	Some staff is involved and has been trained in the problem solving process and is beginning to formally implement, but inconsistently apply, decision rules.	The team informally uses a problem solving process but has no decision rules.	The team does not use the problem solving process to guide decision making.
DBDM4	All staff has a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.	Most staff can analyze much of the data and interpret the results but does so inconsistently and information shared with families is limited.	The staff can analyze some of the simplest data elements but doesn't know how to interpret the results.	The staff does not understand how to analyze data nor how to interpret the results.
<b>Component 2: Data-Based Decision Making for Improving the System</b>				
Implementing		In Progress		Not Implementing
DBDM5	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.	An informal team meets to review system-wide data academic and behavioral data.	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	System-wide data-based decision making does not occur for academics or behavior.
DBDM6	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> <li>• Outcome Assessments</li> <li>• Universal Screenings</li> <li>• Progress Monitoring</li> </ul>	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> <li>• Outcome Assessments</li> <li>• Universal Screenings</li> </ul>	The administration makes system level decisions based on: <ul style="list-style-type: none"> <li>• Outcome Assessments</li> <li>• Universal Screenings</li> </ul>	System level decision making is based on outcome data only.



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Implementing		In Progress		Not Implementing
DBDM7	<p>The team makes recommendations for adjustments to the system by analyzing:</p> <ul style="list-style-type: none"> <li>• Sufficiency of instructional procedures</li> <li>• Fidelity of implementation of all instruction</li> <li>• Effectiveness in engaging learners, families and communities</li> <li>• Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners</li> </ul>	<p>The team analyzes:</p> <ul style="list-style-type: none"> <li>• Sufficiency of instructional procedures</li> <li>• Fidelity of implementation of all instruction</li> <li>• Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners</li> </ul>	<p>The team analyzes:</p> <ul style="list-style-type: none"> <li>• Sufficiency of instructional procedures</li> </ul>	<p>The team does not review effectiveness of or make adjustments in system.</p>
<b>Component 3: Data-Based Decision Making for Improving Supplemental Instruction</b>				
Implementing		In Progress		Not Implementing
DBDM8	<p>A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.</p>	<p>An informal team meets to analyze academic and behavioral intervention data for learners receiving supplemental instruction.</p>	<p>The administration reviews intervention data for academics and/or behavior for learners receiving supplemental instruction.</p>	<p>Supplemental instruction data-based decision making does not occur.</p>
DBDM9	<p>The team conducting decision making for learners receiving supplemental instruction uses data from:</p> <ul style="list-style-type: none"> <li>• Universal Screenings</li> <li>• Diagnostic Assessments</li> <li>• Progress Monitoring</li> </ul>	<p>The team conducting decision making for learners receiving supplemental instruction uses data from:</p> <ul style="list-style-type: none"> <li>• Universal Screenings</li> <li>• Diagnostic Assessments</li> <li>• Progress Monitoring</li> </ul>	<p>The administration makes decisions for learners receiving supplemental instruction based on:</p> <ul style="list-style-type: none"> <li>• Universal Screenings</li> <li>• Progress Monitoring</li> </ul>	<p>Decision about supplemental instruction is based on universal screening data only.</p>



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Implementing		In Progress		Not Implementing
DBDM10	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.	The team analyzes intervention data from supplemental instruction regarding grouping decisions and sufficiency of supplemental instruction.	The team analyzes data to make grouping decisions.	The team looks at the general effectiveness of supplemental instruction.
<b>Component 4: Data-based Decision Making for Improving Intensive Instruction</b>				
Implementing		In Progress		Not Implementing
DBDM11	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.	The team meets regularly to give suggestions for improving intensive instruction for academics and behavior. The team sometimes includes the family or utilizes input from the family.	The process to conduct decision making addressing intensive instruction for academics and behavior is informal and does not meet regularly.	Data-based decision making addressing intensive instruction does not occur.



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Implementing		In Progress		Not Implementing
DBDM12	The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening and diagnostic assessments.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening.	No team meets to conduct decision making for academic and/or behavior at the intensive level.
DBDM13	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> <li>• Customization of individual intervention plans</li> <li>• Effectiveness of customized intervention plans</li> <li>• Fidelity of implementation of intervention plans</li> <li>• Need to carry individual intervention plans forward into further evaluation</li> </ul>	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> <li>• Customization of individual intervention plans</li> <li>• Progress of individual learners</li> <li>• Need to refer for evaluation for entitlement</li> </ul>	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> <li>• Develop individual plans</li> <li>• Need to refer for evaluation for entitlement</li> </ul>	The team discusses need to refer for evaluation for entitlement.



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## Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System				
Implementing		In Progress		Not Implementing
IS1	Policies and decisions (including curriculum, instruction, scheduling, staffing, and family involvement) are mutually determined based upon current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level with input from individual building/site staff and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are inconsistent with current evidence regarding effective practices.
IS2	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.	The implementation of MTSS is guided by an informal action plan. The administrative and building/site staff are working on making academics and behavior the top goals including having policy documents and a plan for dissemination.	The implementation of MTSS is guided by a plan for general or special education only.	The implementation of MTSS has no action plan.
IS3	Policy documents are available describing the vision and implementation of MTSS.	Development of policy documents has been initiated but not completed.	Policy discussions focus on emphasizing MTSS within existing policy documents.	No policy documents have been developed.



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Implementing		In Progress		Not Implementing
IS4	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.	The realignment of resources and practices has occurred in most but not all programs.	The realignment of resources and practices has occurred in a few programs.	No change has occurred in the allocation of resources.
<b>Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners</b>				
Implementing		In Progress		Not Implementing
IS5	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	The building/site leadership team has a process to review implementation of decisions made as a result of data-based decision making.	There is no process in place to review decisions made as a result of data-based decision making.
IS6	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	The building/site leadership team has a process to review data-based decision making process.	There is no process in place to review and improve the data-based decision making process.



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Implementing		In Progress		Not Implementing
IS7	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.	Implementation of core components of MTSS is monitored through full implementation.	The implementation of MTSS principles and practices are monitored through initial implementation.	There is no monitoring of the implementation of MTSS.
<b>Component 3: Leadership Provide Staff Ongoing Support</b>				
Implementing		In Progress		Not Implementing
IS8	There is a formal, long term professional development plan for all staff and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.	The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier system based upon local data.	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	Professional development activities are not tied to a multi-tier system.
IS9	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.	Leadership informally involves the staff in decision making.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	There are no activities or time allocated for group decision making.