

Kansas Multi-Tier System of Supports

A number of educational researchers have long advocated for a system of prevention and intervention for all students. In Kansas we refer to this systemic approach as the *Multi-Tier System of Supports* (MTSS). Simply put, MTSS is a continuum of increasingly intense, research-based interventions provided to students that helps them learn by responding to their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of the interventions provided. The outcome is to ensure that each Kansas student achieves to high standards.

“MTSS calls for us to replace practices that do not result in student improvement with those that do.” Alexa Posny

The principles and practices included in a *Multi-Tier System of*

Supports (MTSS) are research based and aligned with all efforts of the Kansas State Department of Education. Educators and families in Kansas will see an increasing presence of the MTSS framework when school improvement efforts are discussed. These efforts are designed to provide each child the supports they need to be successful regardless of label.



“I really believe it [MTSS] has the potential to change the face of education...”



Alexa Posny
Commissioner of Education

Find out more at

www.kansasmtss.org

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*Kansas Multi-Tier
System of Supports*

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Supporting the Learning of All Students

The Goal of MTSS

The goal of a Multi-Tier System of Supports (MTSS) is to provide an integrated systemic approach to meeting the needs of all students and using resources in the most effective and efficient way—enabling every child to be successful. This is accomplished by:

- Being prevention oriented: knowing who needs support early each year and putting those supports in place.
- Implementing evidence-based practices for all students and tailoring interventions based on student need.
- Using progress monitoring data to know when to make a change.

These practices set up a system to provide students at risk of or already experiencing school difficulties with interventions that prevent additional problems. What makes this approach different, is that the assessment and instructional practices are integrated into an objective, data-based system with built-in decision stages.

What We Know

- The earlier school staff can assess students' needs and identify those with difficulties, the quicker and less expensive the task is to help those struggling learners catch up.
- The longer a student goes without assistance, the longer the remediation time and the more intense the services must be.
- There is emerging evidence that many students who struggle in the early grades cannot catch up if we wait until 3rd or 4th grade to deliver intensive remediation.

Assessment and instructional practices are integrated into an objective, data-based system with built-in decision stages.

- Students receive the help they need quickly.
- Data is used for all instructional decisions.
- Student progress is monitored frequently to ensure efforts are on track.
- Ineffective practices are discontinued immediately.
- Support is provided to teachers throughout the process.

What it Looks Like

MTSS helps schools and districts ensure that supports for the entire system are provided in a very coordinated way, including:

Finding Support

A network of Recognized *Multi-Tier System of Supports* (MTSS) Facilitators is being developed across the state. You may find an up-to-date list of those individuals on the Kansas MTSS website:

www.kansasmtss.org