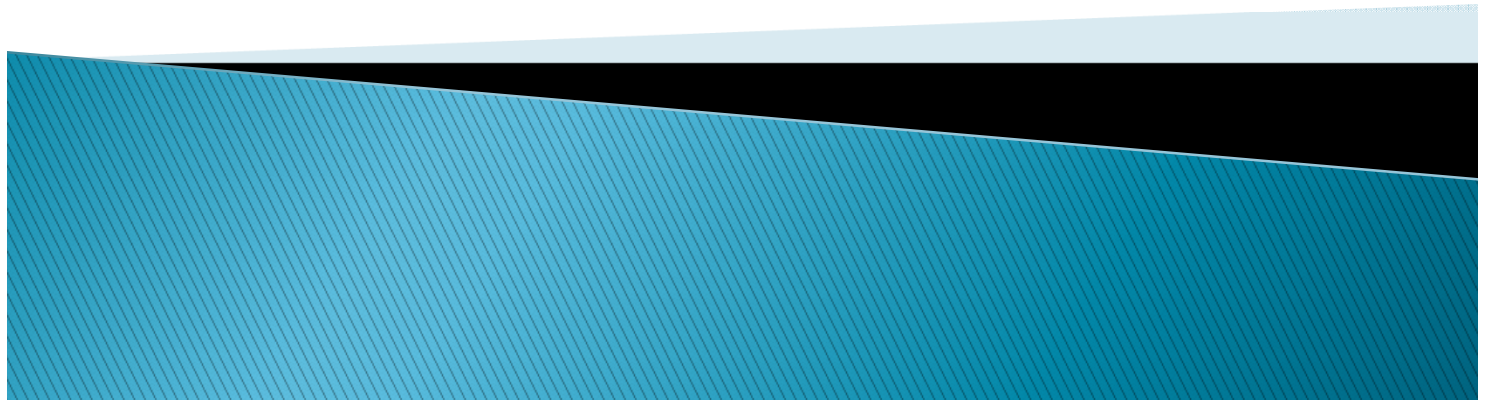# Making Inclusion REALLY Work: Increasing Achievement for All Students

Denise Brown and Stephanie Stindt, Kansas MTSS Core Team

Why a Multi-Tier System of Supports?

- ▸ lack of appropriate instruction
- ▸ the cumulative effect of insufficient learning,
- ▸ the difficulty of content area work,
- ▸ excessive absenteeism resulting in splinter skills, and
- ▸ the presence of significant behavior problems that impede student learning

(adapted from Shores, 2008)

Researchers as Consultants in Development

- Cara Shores
- Steve Kukic
- Dave Tilley
- Roland Good and Ruth Kaminski
- Susan Hall
- Jan Hasbrouck
- Randy Sprick
- Kathleen Lane
- Ben Clarke
- Paul Riccomini
- Brad Witzel
- Tim Lewis
- Lori Newcomer

From...

To...

Intervention for Few

Which student needs help?

Having programs and people available

PREVENTION
for ALL

What help does each student need?

Intentional design and redesign of services and supports matched to needs of students.

Goals of MTSS

To provide an integrated systemic approach to meeting the needs of all students.

To become the guiding framework for school improvement activities to address the academic and behavioral achievement of all students.
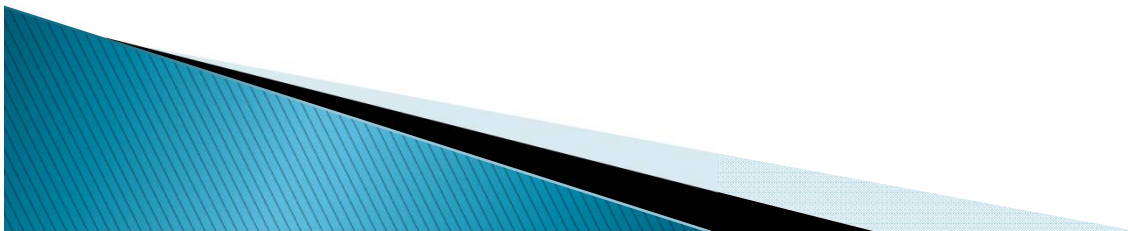
What is MTSS?

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.

Core Beliefs of MTSS

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect
- Every leader at all levels is responsible for every student
- Change is intentional, coherent and dynamic
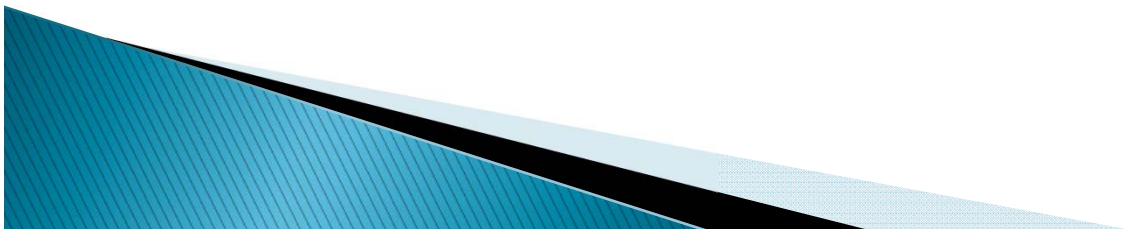
MTSS Framework

- **All (Core)**
  - Core Curriculum
  - Core Instruction
  - Screening Assessment
- **Some (Supplemental)**
  - Protocol Based Curriculum
  - Protocol Based Instruction
  - Diagnostic Assessment
  - Progress Monitoring Assessment
  - Problem Solving Teams
- **Few (Intensive)**
  - Problem Solving Teams
  - Intensive,
  - Customized Supports

Supports for ALL (Core)

Academics

- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making

Behavior

- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making

Supports for SOME (Supplemental)

Academics

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

Behavior

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

Support for FEW (Intensive)

Academics

- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

Behavior

- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design

- **Assessment**
  - Screening
  - Diagnostic
  - Progress Monitoring
  - Outcomes
- **Curriculum**
  - Core
  - Supplemental
  - Intensive
- **Instruction**
  - Core
  - Supplemental
  - Intensive
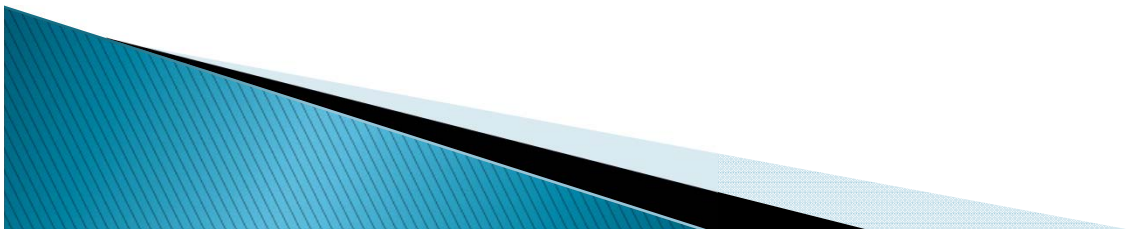
Leadership
◦ Identified Teams
◦ Buy–In/Consensus
◦ Communication
◦ Professional Development

Professional Development
◦ Initial Training
◦ Support for Implementation
◦ Monitoring for Fidelity
◦ Providing ongoing Support

Empowering Culture
◦ Involving all Staff
◦ Involving Parents
◦ Informing All

Hybrid Model

Intensive Intervention, highly specific

Supplemental Targeted Intervention

Core Curriculum & Instruction with Differentiation
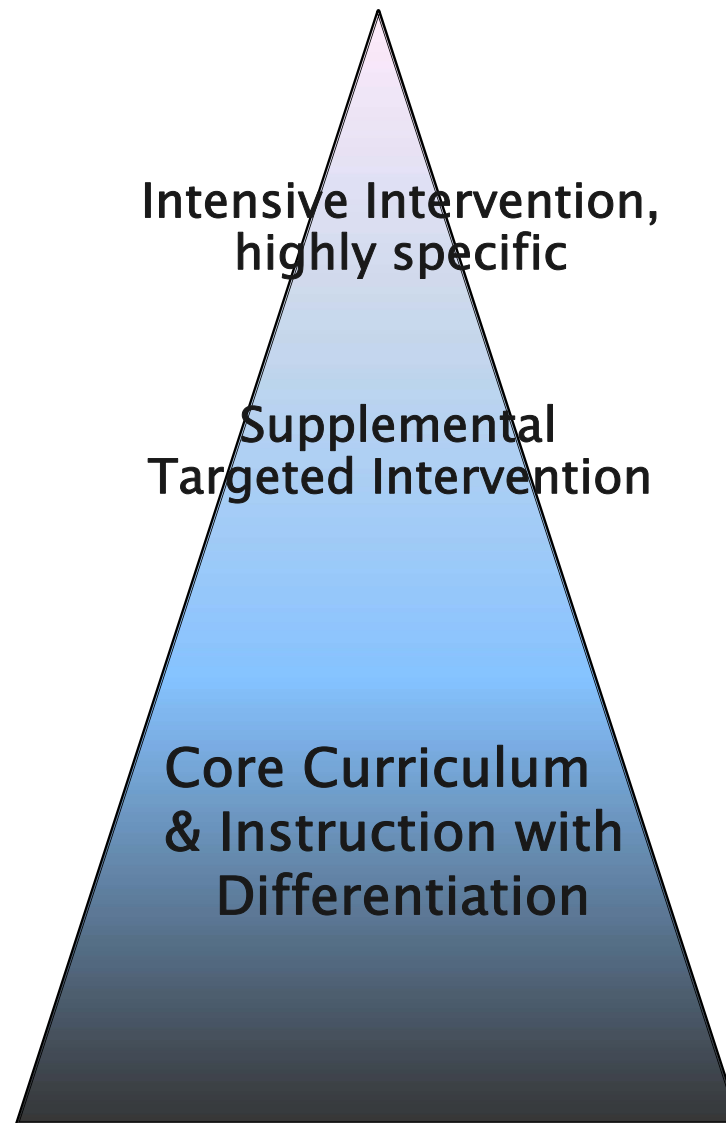
Individual student problem solving using customized interventions

Group Problem Solving to match student needs with Protocol Interventions

Self-Correcting Feedback Loop
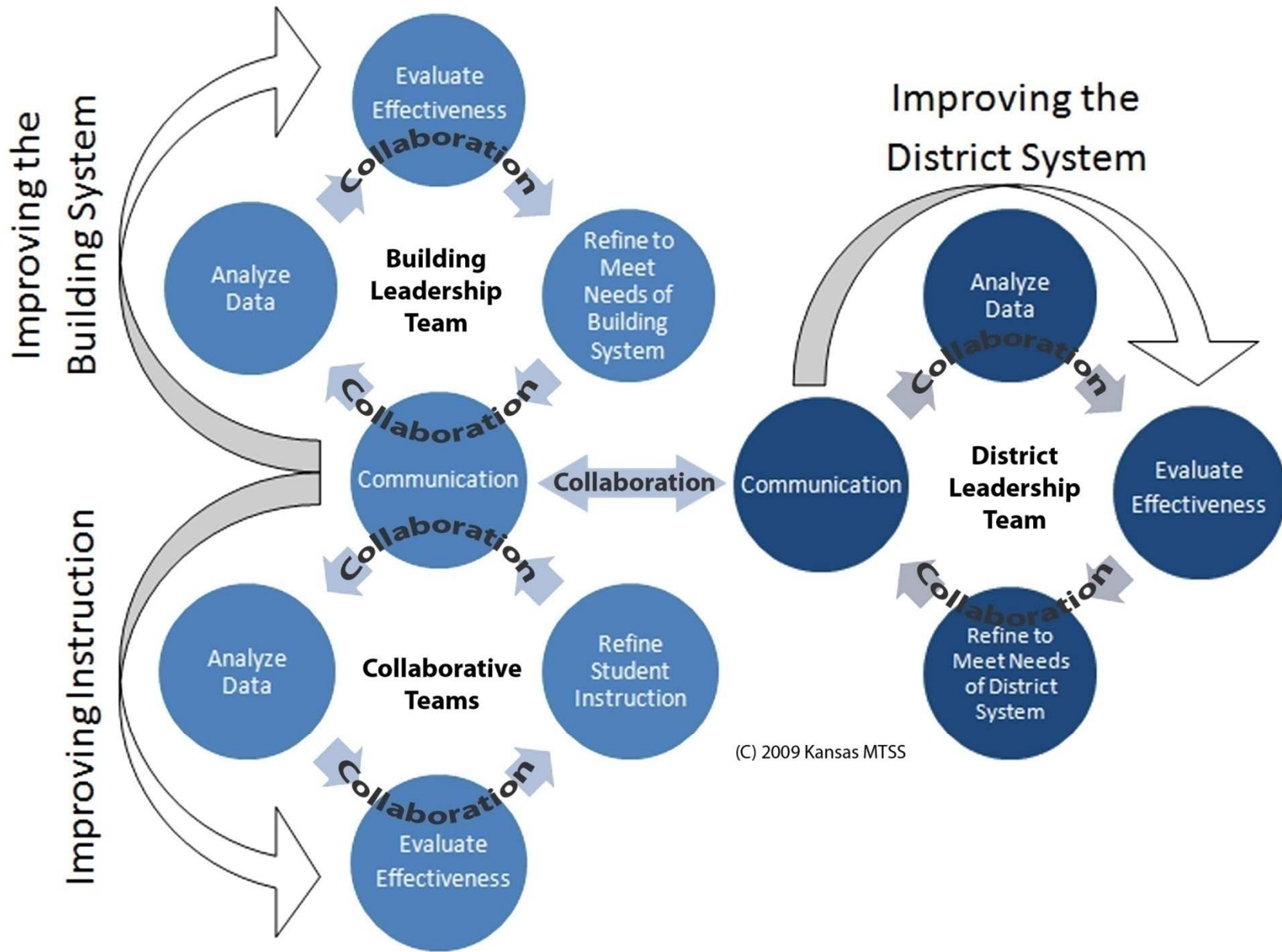
(C) 2009 Kansas MTSS

Innovation Configuration Matrix

Kansas Multi-Tier System of Supports

- Innovation Configuration Matrix (ICM)

June 2009

www.kansasmtss.org

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

Leadership and Empowerment

Component 1: Effective Leadership Teams			
Not Implementing	**Implementing**	**Transitioning**	**Modeling**
LE1 No formal leadership teams exist.	Formal leadership is identified by position such as principal, superintendent, department chairs, or other titled positions within the district.	Formal leadership teams exist only at some levels or include representation from some but not all: • Administration • Staff • Learners • Families • Community Collaborators	Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from: • Administration • Staff • Learners • Families • Community Collaborators
LE2 There are no identified leadership teams attending to academics and/or behavior.	The leadership team is informally identified to address academics and/or behavioral concerns.	There are separate leadership teams identified to address academic and behavioral success that meet regularly.	The leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.
LE3 No clear role is identified for how each leadership team member will support MTSS.	General roles and responsibilities are identified for each leadership team member.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.

Not Implementing   Implementing   Transitioning   Modeling

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
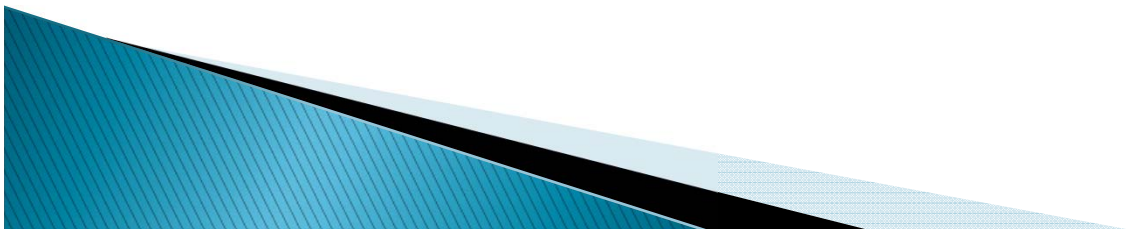
Results
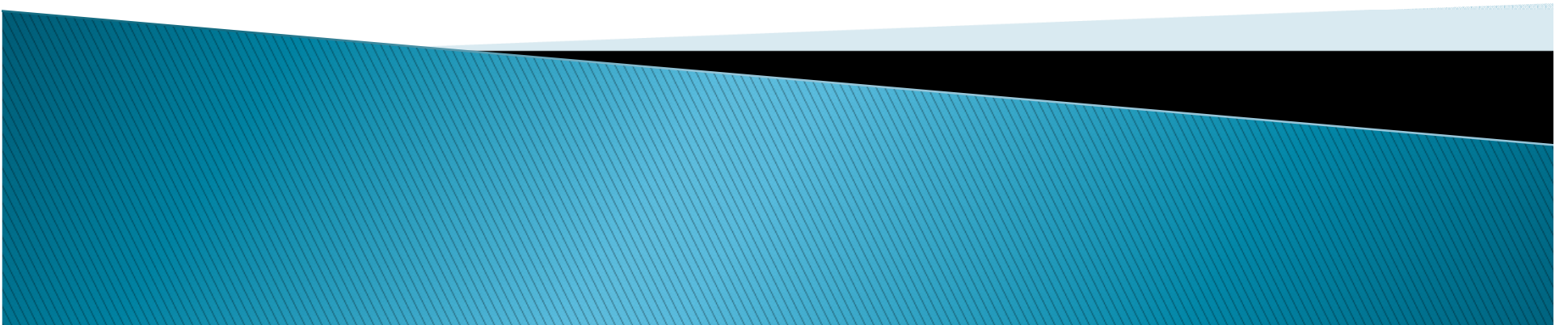
All Students by Tiers

Fall All Students

Tier 3
13%

Tier 2
17%

Tier 1
70%

Winter All Students

Tier 3
10.50%

Tier 2
13.00%

Tier 1
76.50%
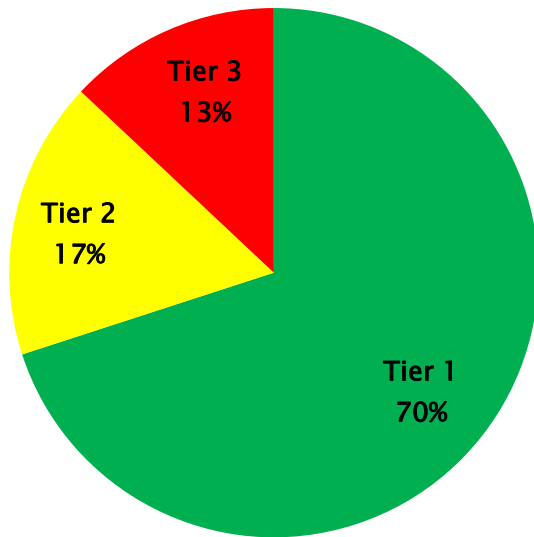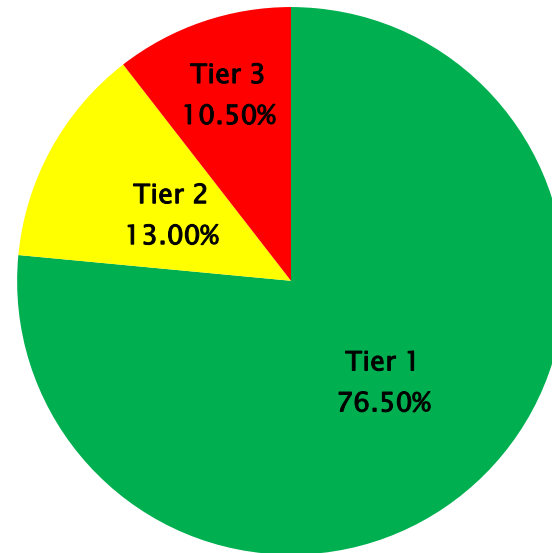
Grade Level Data All Students

Kdgn Fall Data

Tier 3
10.50%

Tier 2
13.50%

Tier 1
76.00%

Kdgn Winter Data

Tier 3
6%

Tier 2
7%

Tier 1
87%
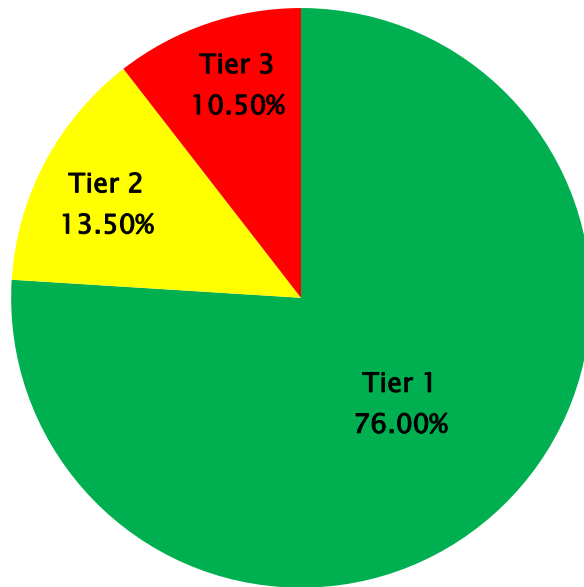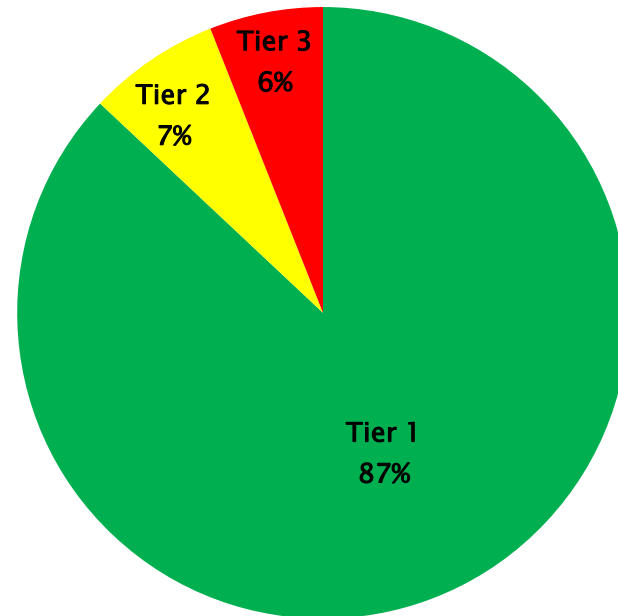
Grade Level Data All Students

2nd Fall Data

Tier 3
15%

Tier 2
19%

Tier 1
66%

2nd Winter Data

Tier 3
14%

Tier 2
13%

Tier 1
73.00%
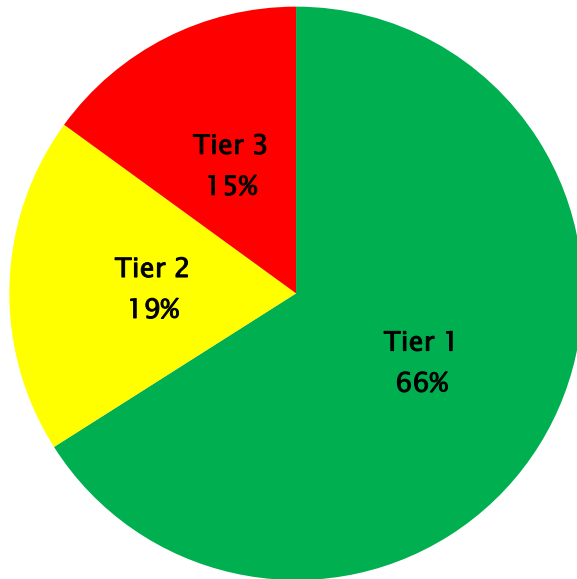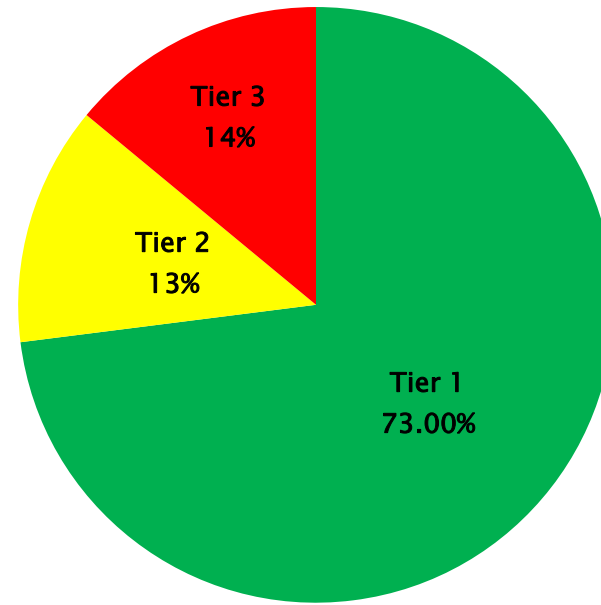
Grade Level Data All Students

4th Fall Data

Tier 3
15%

Tier 2
22%

Tier 1
63%

4th Winter Data

Tier 3
11%

Tier 2
18%

Tier 1
72%

Growth Rate Comparisons
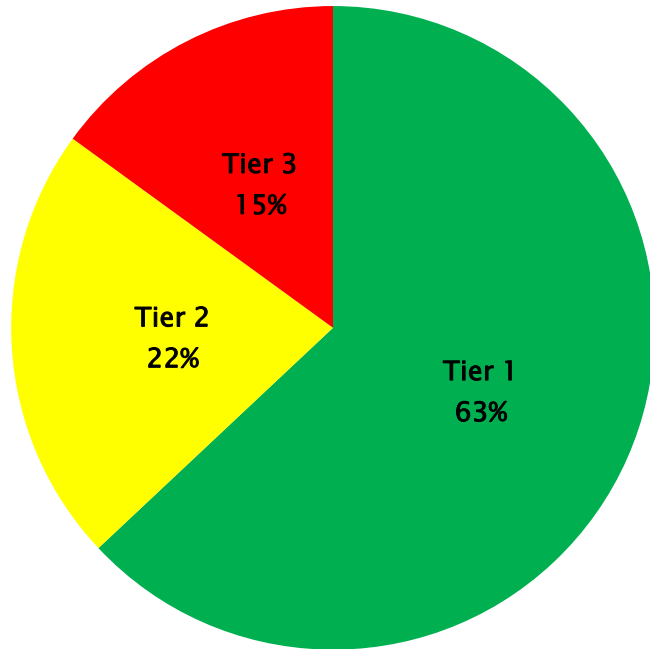
Growth Rate Comparisons
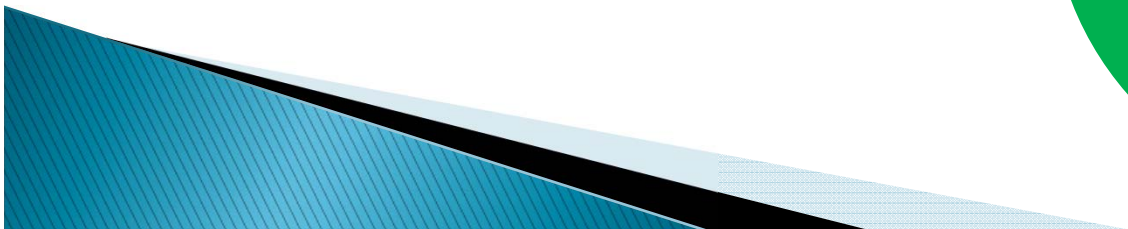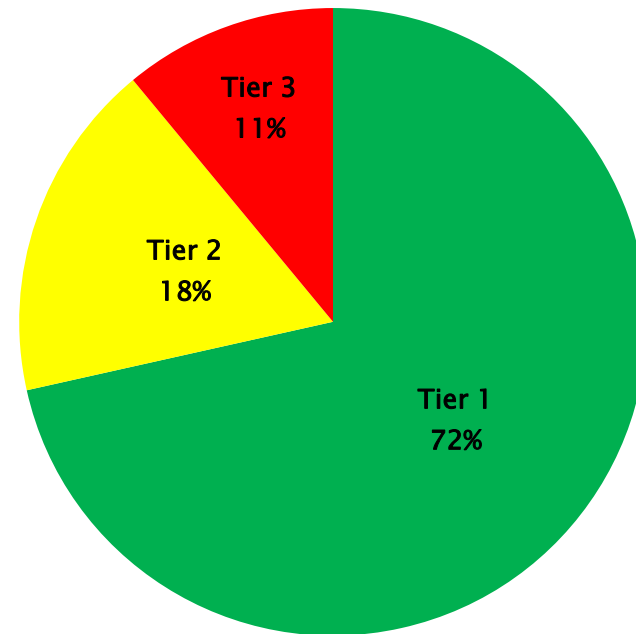
Growth Rate Comparisons

Comparison: Total Students Making Gains

Legend: AS Total Gains, SPED Total Gains
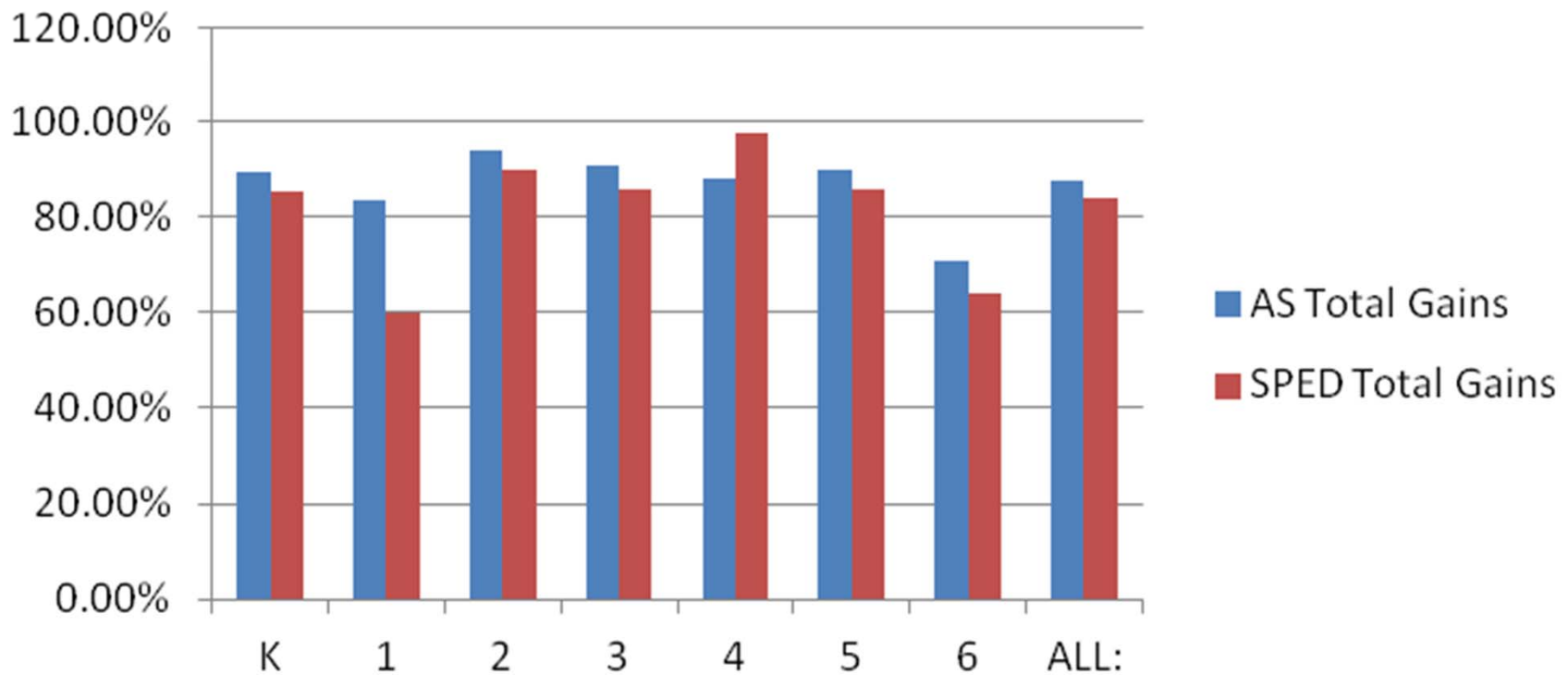
	Tier 1 Fall	Tier 1 Winter	AS Yellow or Red Increase 1+ tier	SPED Yellow or Red Increase 1+ tier	AS Same Tier, Made Gains	SPED Same Tier, Made Gains	AS Making Gains in MTSS Process	SPED Making Gains in MTSS Process
K	76%	87%	18%	30%	71%	56%	90%	85%
1	74%	81%	13%	9%	71%	50%	84%	60%
2	66%	73%	11%	15%	83%	76%	94%	90%
3	75%	79%	8%	10%	82%	76%	91%	86%
4	63%	72%	14%	14%	75%	83%	88%	98%
5	61%	66%	13%	16%	77%	70%	90%	86%
6	78%	77%	3%	8%	68%	56%	71%	64%
Total:	70%	77%	12%	15%	76%	69%	88%	84%

Anecdotal Evidence

Changes for All of Us
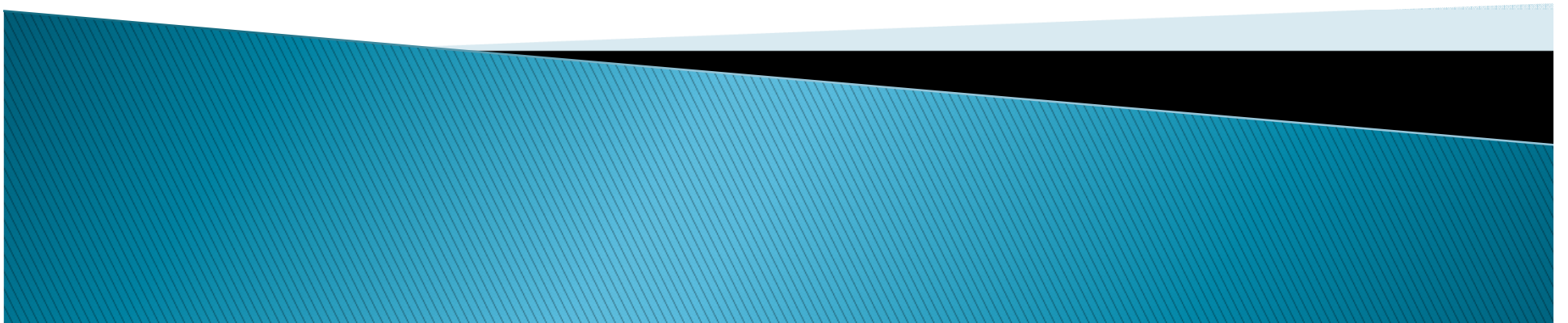
RtI/Kansas MTSS

▸ Not just for identification
▸ A continuum of services to meet the needs of ALL students
▸ A realignment of resources
▸ Support for curriculum, instructional practices, and assessment systems

Tale of Two Boys

	NWF Fall	NWF Winter	DORF Fall	DORF Winter
Boy #1	27 (Tier 3)		9 (Tier 3) 56% accuracy	
Boy #2	35 (Tier 2)		24 (Tier 3) 86% accuracy	

Tale of Two Boys

	NWF Fall	NWF Winter	DORF Fall	DORF Winter
Boy #1	27 (Tier 3)	(Tier 1)	9 (Tier 3) 56% accuracy	73 (Tier 1) 96% accuracy
Boy #2	35 (Tier 2)	(Tier 1)	24 (Tier 3) 86% accuracy	74 (Tier 1) 96% accuracy

How to navigate the website

Links to materials and resources

www.kansasmtss.org

Navigating Our Website

www.kansasmtss.org

Navigating Our Website

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TASN Project

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