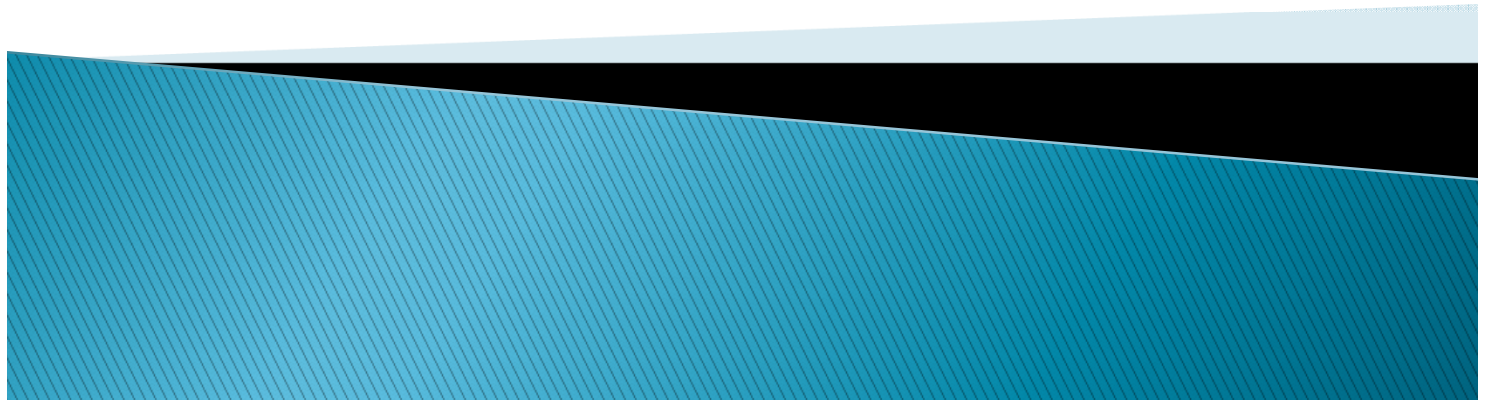


Making Inclusion REALLY Work: Increasing Achievement for All Students

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?

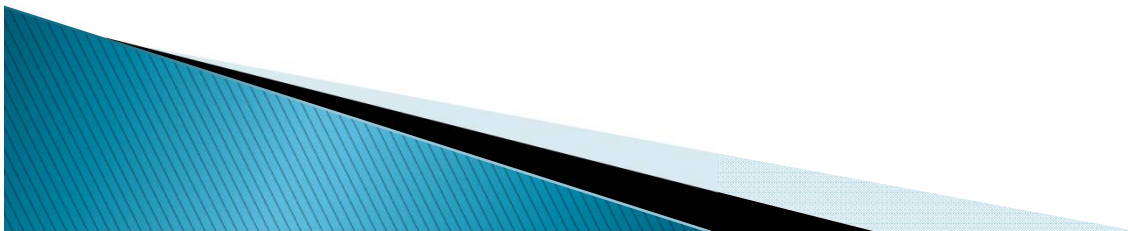
Intentional design and
redesign of services
and supports matched
to needs of students.



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.



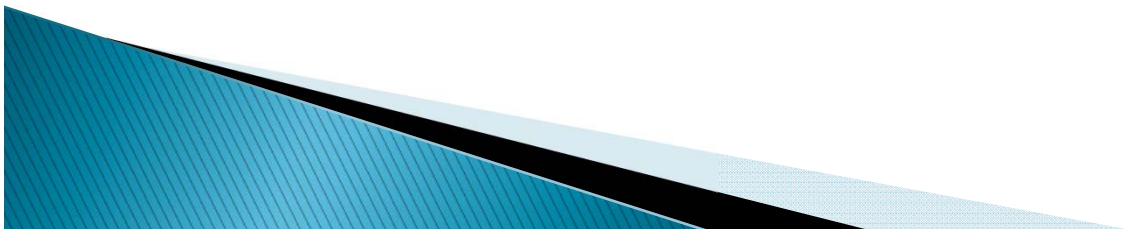
What is MTSS?

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

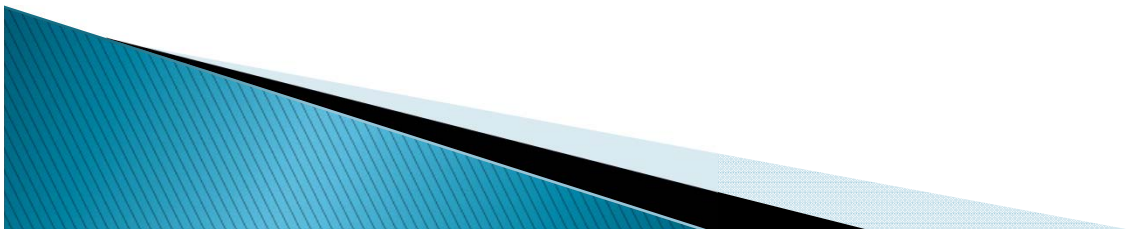
Behavior

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





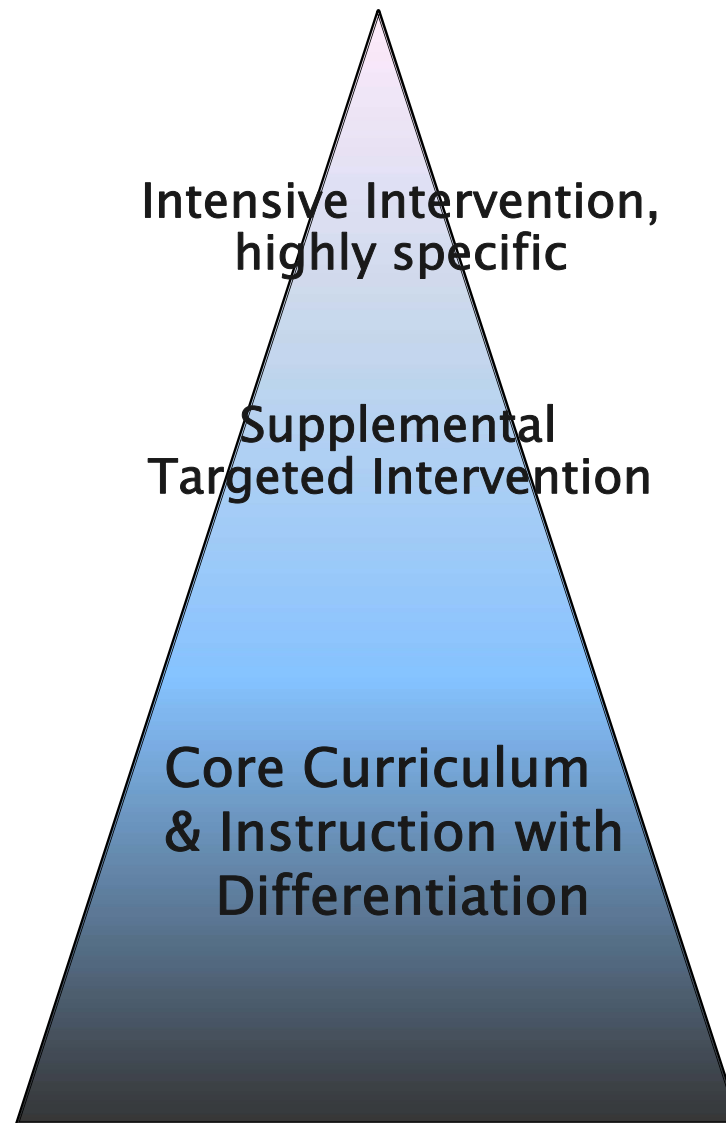
- ▶ **Assessment**
 - Screening
 - Diagnostic
 - Progress Monitoring
 - Outcomes
- ▶ **Curriculum**
 - Core
 - Supplemental
 - Intensive
- ▶ **Instruction**
 - Core
 - Supplemental
 - Intensive





- ▶ **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

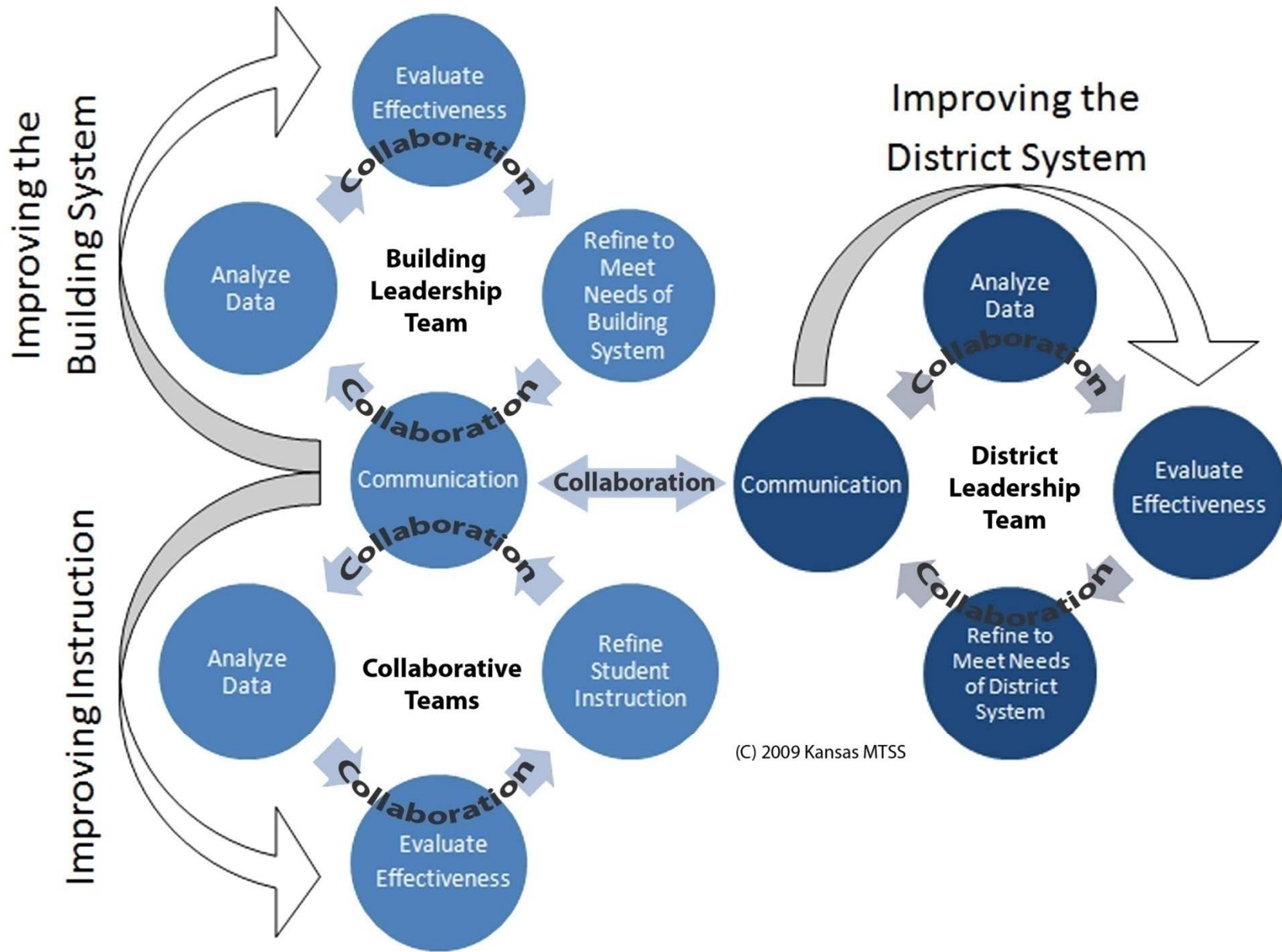


**Individual student
problem solving using
customized
interventions**

**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



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: <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators 	Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from: <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators
LE3	There are no identified leadership teams attending to academics and/or behavior.	The leadership team is informally identified to address academic 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 deadline 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.

www.kansasmtss.org

*Not
Implementing*

Implementing

Transitioning

Modeling

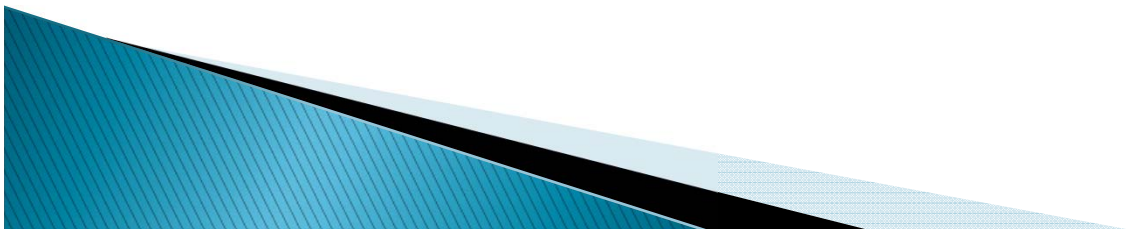
Questions

- ▶ 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?

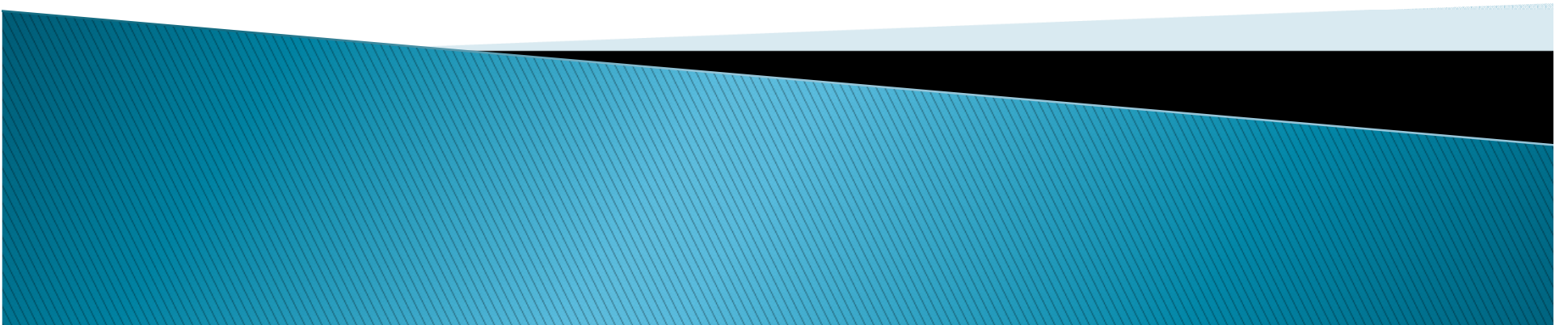


Method

- 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

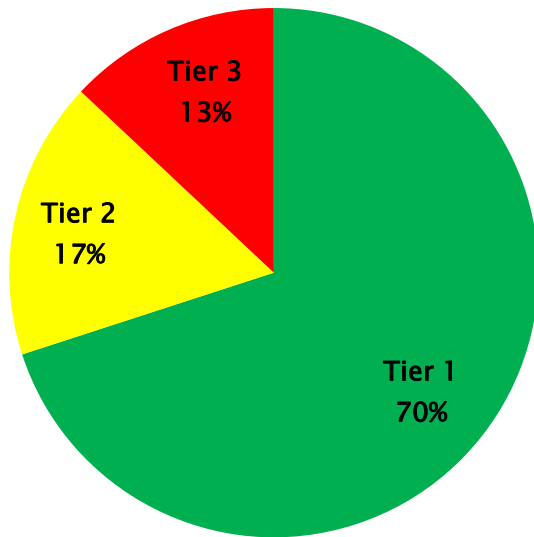


Results

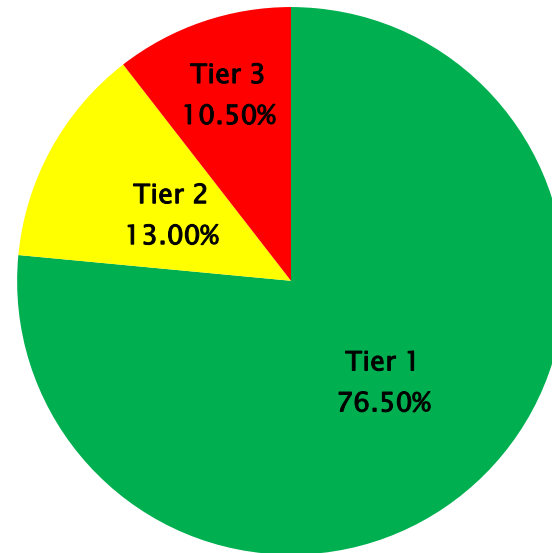


All Students by Tiers

Fall All Students

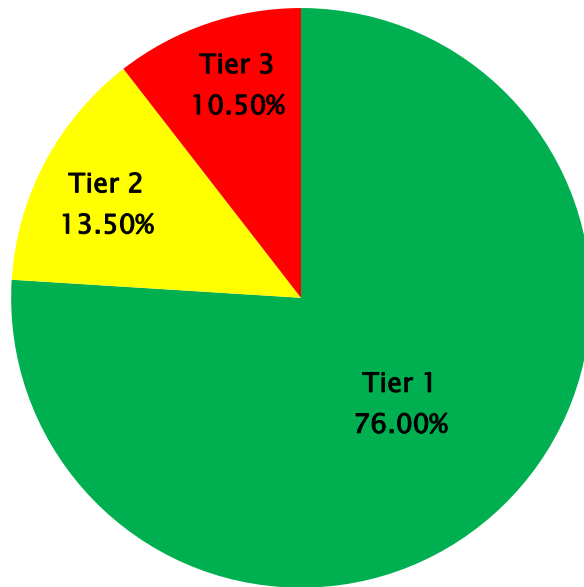


Winter All Students

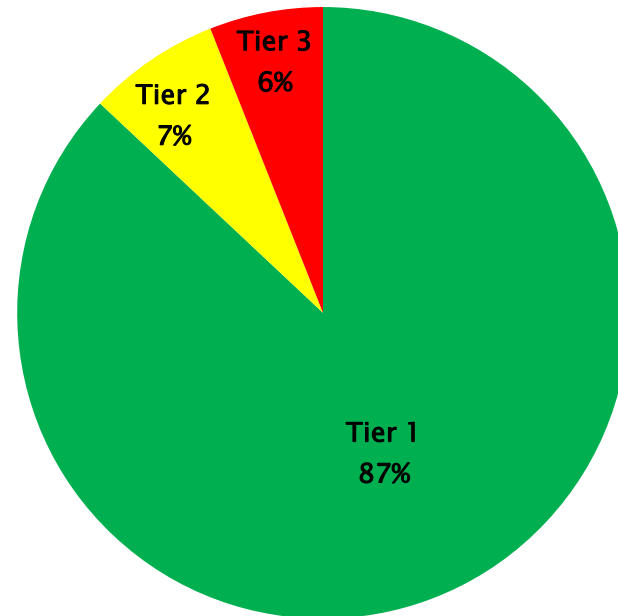


Grade Level Data All Students

Kdgn Fall Data

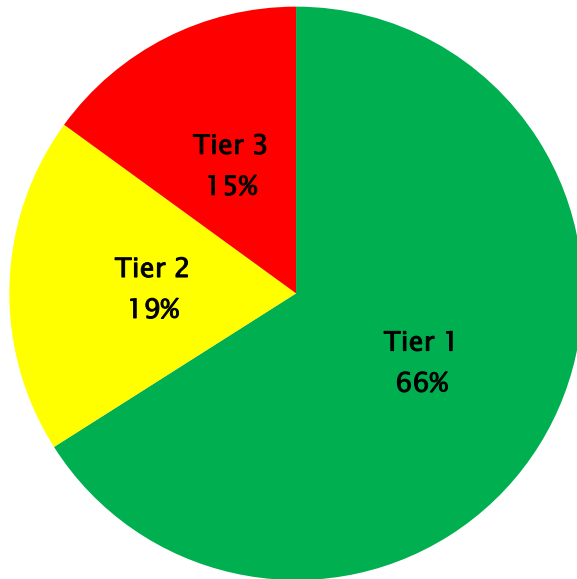


Kdgn Winter Data

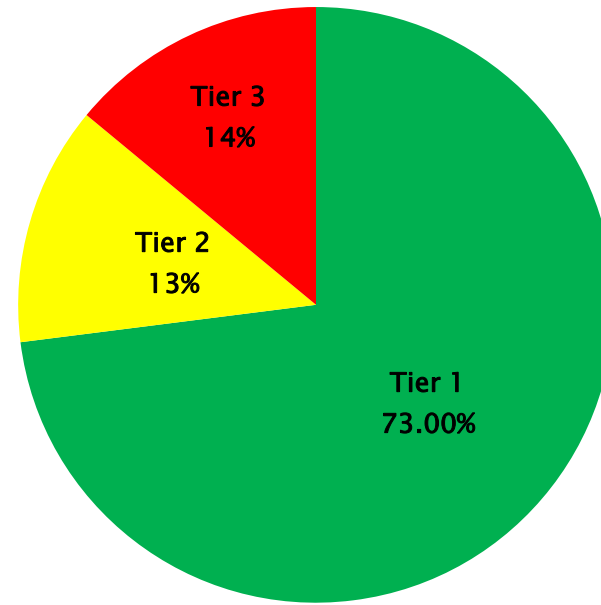


Grade Level Data All Students

2nd Fall Data

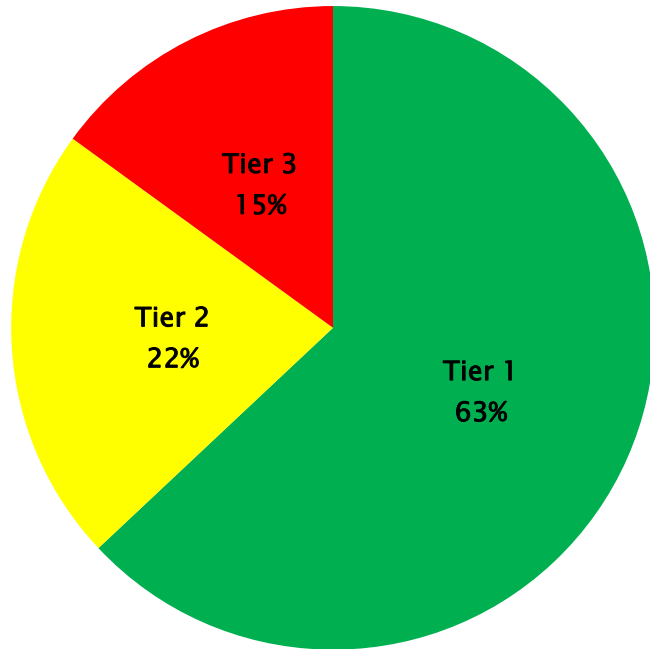


2nd Winter Data

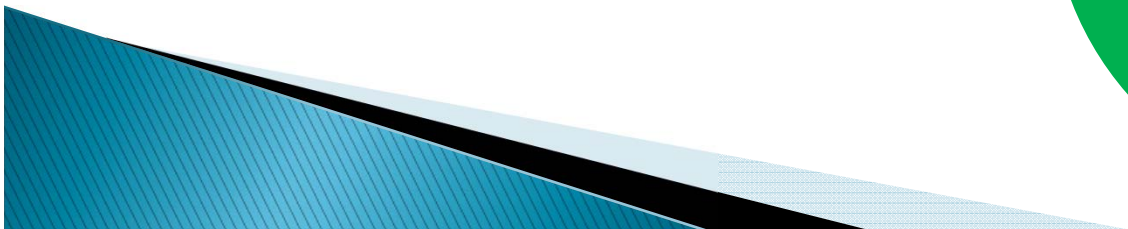
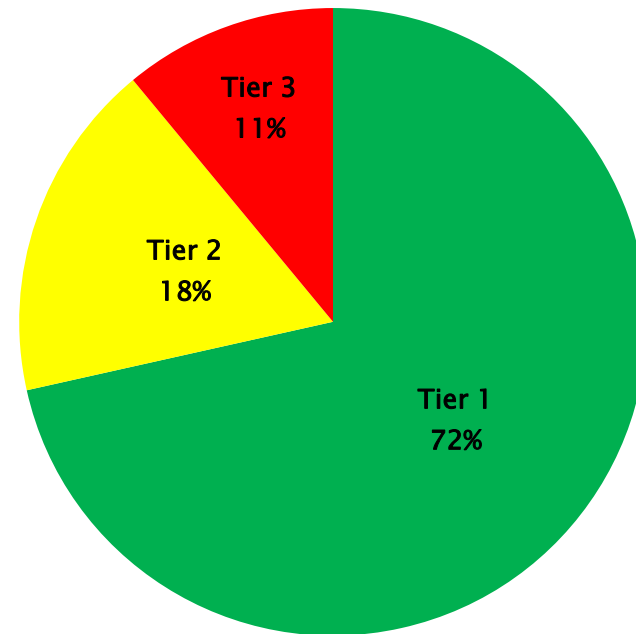


Grade Level Data All Students

4th Fall Data

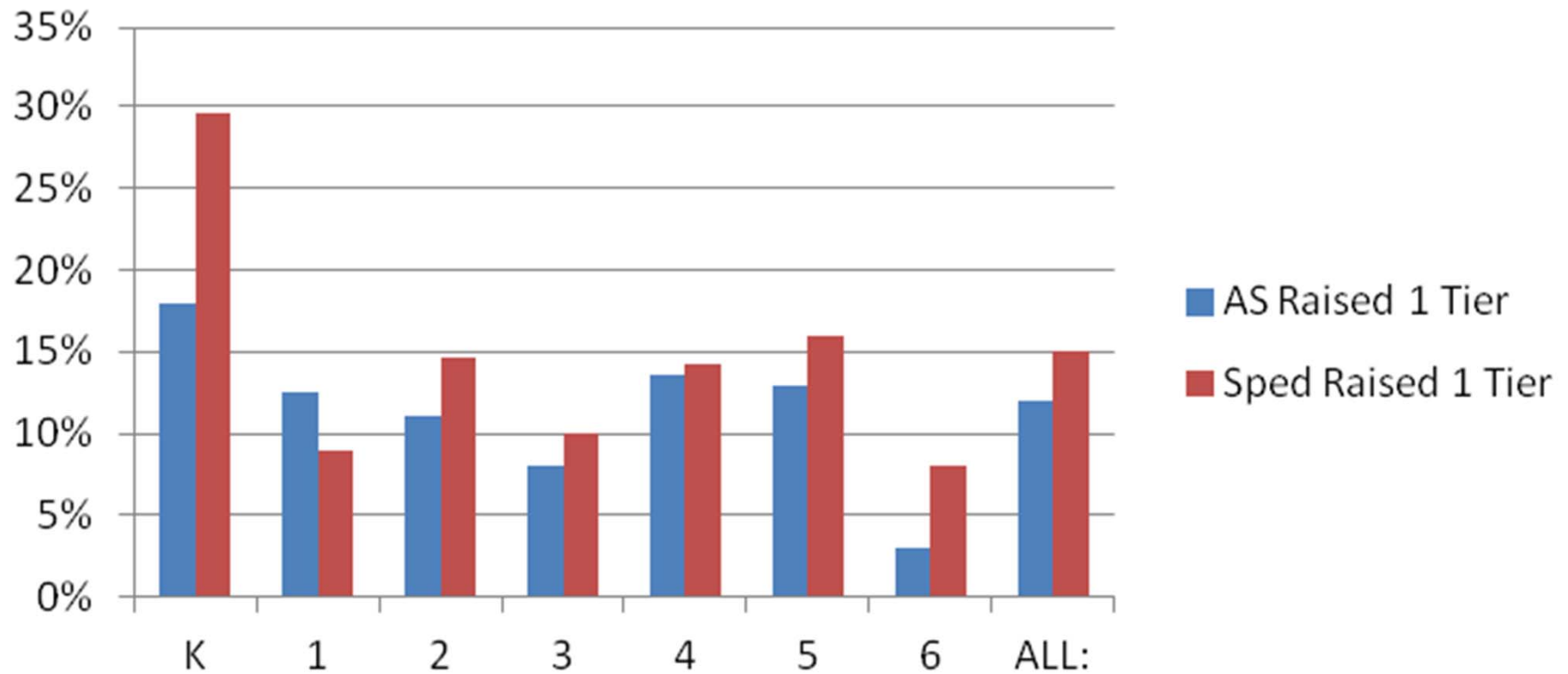


4th Winter Data



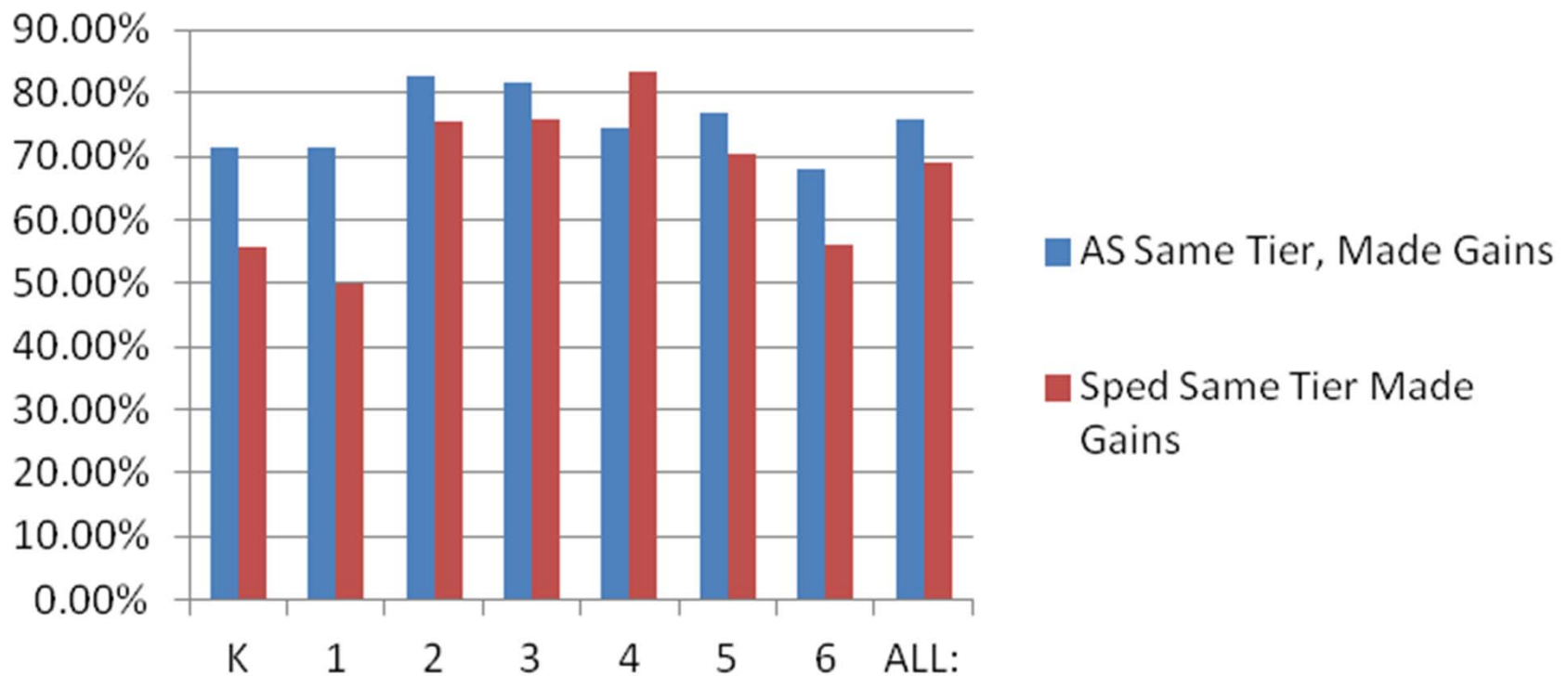
Growth Rate Comparisons

Comparison Data: Raised at Least 1 Tier



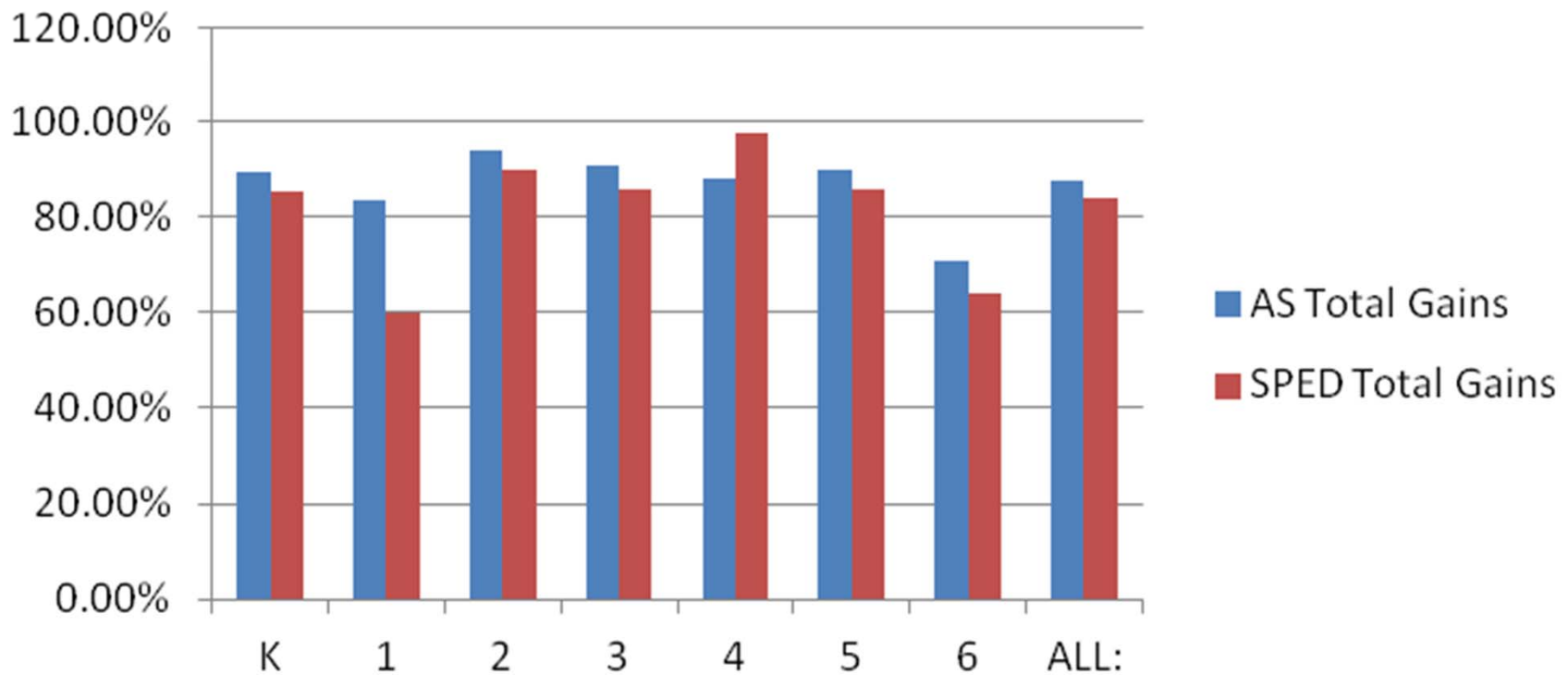
Growth Rate Comparisons

Comparison Data: Made Gains, Same Tier



Growth Rate Comparisons

Comparison: Total Students Making Gains

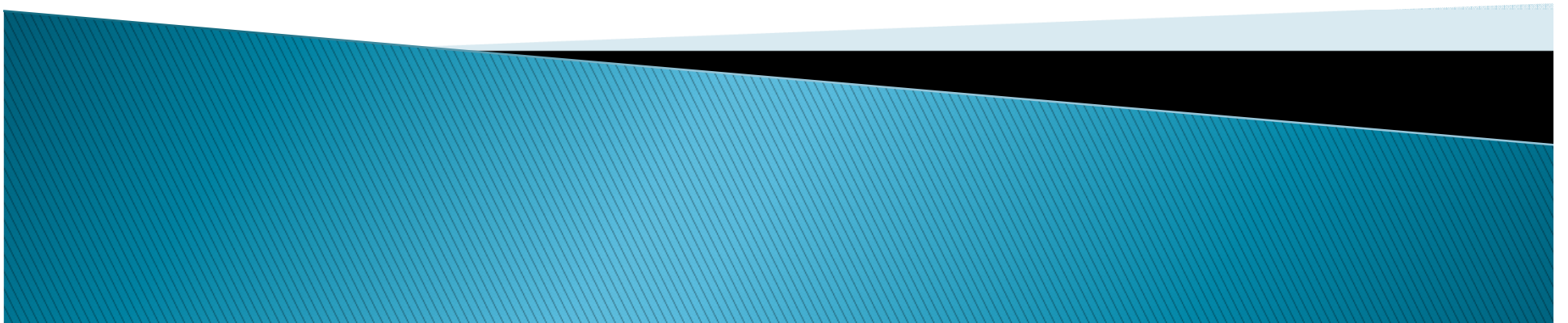


	Tier 1 Fall	Tier 1 Winter	AS Yellow or Red Increase 1+ tier	SPED Yellow or Red Increase 1+ tier	AS Same Tier, Made Gains	SPED Same Tier, Made Gains	AS Making Gains in MTSS Process	SPED Making Gains in MTSS Process
K	76%	87%	18%	30%	71%	56%	90%	85%
1	74%	81%	13%	9%	71%	50%	84%	60%
2	66%	73%	11%	15%	83%	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



Rtl/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

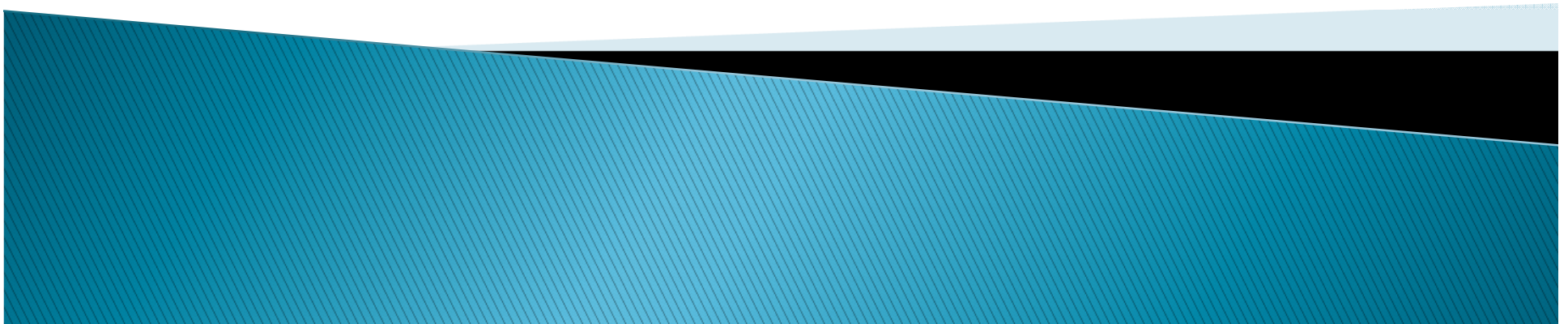
	NWF Fall	NWF Winter	DORF Fall	DORF Winter
Boy #1	27 (Tier 3)	(Tier 1)	9 (Tier 3) 56% accuracy	73 (Tier 1) 96% accuracy
Boy #2	35 (Tier 2)	(Tier 1)	24 (Tier 3) 86% accuracy	74 (Tier 1) 96% accuracy



How to navigate the website

Links to materials and resources

www.kansasmtss.org



Navigating Our Website

The screenshot shows a web browser window displaying the website <http://www.kansasmtss.org/>. The browser's address bar shows the URL, and the search bar contains the text "two little boys". The website's navigation menu includes "Home", "Overview", "FAQ", "Presentations", "Resources", and "Training". The "Resources" link is circled in red. The main content area features a large blue graphic with a circular logo containing the text "Professional Development", "Curriculum", "Assessment", "Empowering Culture", "Instruction", and "Leadership". To the right of the logo, the text reads "Kansas Multi-Tier System of Supports". Below the graphic, there is a welcome message: "Welcome To Kansas Multi-Tier System of Supports. MTSS is 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." To the right of the text is a "Find us on Facebook" button. Below the welcome message, there are links for "2012 Kansas MTSS Symposium", "2012 Kansas MTSS Symposium Handouts", and "2012 Kansas MTSS Symposium Evaluation Summary". The bottom right corner of the browser window shows the time "2:17 PM" and the date "3/11/2013".

www.kansasmtss.org

Navigating Our Website

The screenshot shows a web browser window with the address bar displaying <http://www.kansasmtss.org/resources.htm>. The browser has several tabs open, including "CEC Presentation - Dropbox" and "Kansas Multi-Tier System of...". The search bar contains the text "two little boys".

The main content area of the website is organized into a table with the following structure:

	Description	Date
» Behavior		
» Math		
» Reading		
	Kansas MTSS Innovation Configuration Matrix (ICM) [Version 3.1 Updated July 2012]	PDF July 2012
	Kansas MTSS Research Base	PDF Nov 2009
	Kansas MTSS Training Descriptions	PDF Aug 2011
	Kansas MTSS Structuring Guides	
	Kansas MTSS: Structuring Guide Module 1	PDF June 2012
	Kansas MTSS: Structuring Module 2 Reading	PDF June 2012
	Kansas MTSS: Structuring Module 2 Math	PDF June 2012
	Kansas MTSS: Structuring Module 2 Behavior	PDF June 2012
	Kansas MTSS: Structuring Module 3	PDF June 2012
	Kansas MTSS: Decision Notebook Tools	ZIP June 2012
	Kansas MTSS Implementation Guides	
	Kansas MTSS: Building Leadership Team System Implementation Guide	PDF June 2012
	Kansas MTSS: Building Leadership Team Implementation Reading	PDF June 2012
	Kansas MTSS: Collaborative Team Workbook Reading	PDF June 2012
	Kansas MTSS: Preschool Reading Option 1	PDF Sept 2012
	Kansas MTSS: Preschool Reading Option 2	PDF Sept 2012
	Kansas MTSS: Building Leadership Team Implementation Math	PDF June 2012
	Kansas MTSS: Collaborative Team Workbook Math	PDF June 2012
	**Single Skill Math CBM Probes	ZIP June 2012
	Kansas MTSS: Implementation Behavior	PDF June 2012

At the bottom of the page, there is a section titled "Kansas MTSS Briefs".

The Windows taskbar at the bottom shows the system clock as 2:18 PM on 3/11/2013.

“Like” Us on Facebook

The screenshot shows a web browser window displaying the Facebook page for "Kansas MTSS". The browser's address bar shows the URL "https://www.facebook.com/#!/TasnKansasMtss". The page header includes the Facebook logo, a search bar, and the user "Denise Dolloff Brown" logged in as "Kansas MTSS".

The main content area features the Kansas MTSS profile picture, which is a circular logo with the text "Instruction", "Assessment", "Curriculum", and "Empowerment Culture" around a central triangle containing "FEW SOME ALL". Below the profile picture, the page name "Kansas MTSS" is displayed with "122 likes · 3 talking about this". A description states: "Education This Facebook page is designed to keep teams up to date on resources and opportunities available to support your MTSS." There are buttons for "Admin Panel", "Ads Manager", "Add a Cover", and "Liked".

Below the description, there are tabs for "About", "Photos", and "Likes". A "Highlights" dropdown menu is visible. The "Status" section includes options for "Photo / Video" and "Offer, Event +", with a text input field "Write something...".

The right sidebar shows a list of friends who liked the page, including Bekka Wedel Dolloff, Clark Brown Wozich, Deanna Dolloff, Diane Mann, Floyd Thompkins, Jillian Marsh, and Krista Reimer. There are also buttons for "Turn on chat to see who's available" and a search bar.

The Windows taskbar at the bottom shows various application icons, including Internet Explorer, Outlook, and Word. The system tray in the bottom right corner displays the time "2:16 PM" and the date "3/11/2013".

TASN Project

The screenshot shows a web browser window displaying the TASN website. The browser's address bar shows the URL <http://www.ksdetasn.org/cms/>. The website header features the TASN logo, which includes a sunflower icon and the text "TASN KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK". To the right of the logo is a search bar with the placeholder text "search...". Below the header is a navigation menu with the following items: Home, About TASN, Request Assistance, Current Providers, Calendar, Conference Materials, and Contact Us. The main content area is divided into three columns. The left column is titled "Quick Links" and contains a list of links with right-pointing chevrons: KSDE SES, Kansas Learning Network (KLN), IEP/Training/Coaching Resources, Kansas LETRS Training Information, Kansas Multi-Tier System of Supports (MTSS), SISEP/NIRN, Evaluation and Eligibility Resources, and Kansas Common Core Standards. The middle column has the heading "Making connections to improve outcomes." and contains the text: "Kansas' Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices." Below this text is a blue button labeled "Request Assistance". The right column is titled "Upcoming Conferences" and features a graphic for the "2013 Winter Leadership Conference" organized by TASN. The graphic includes the text: "February 20, 2013 Hyatt Regency Wichita, Kansas" and a link that says "Click for more information". At the bottom of the page, there is a section titled "Upcoming Professional Development Opportunities" and a "Professional Development Calendar" link. The browser's taskbar at the bottom shows various application icons and the system clock indicating the time is 2:27 PM on 3/11/2013.

Contact Information

- ▶ Denise Brown: denise@kansasmtss.org
- ▶ Stephanie Stindt: stephanie@kansasmtss.org

