

Leadership Role in the Effective Implementation of MTSS: Challenges and Solutions

Regional Roundtables



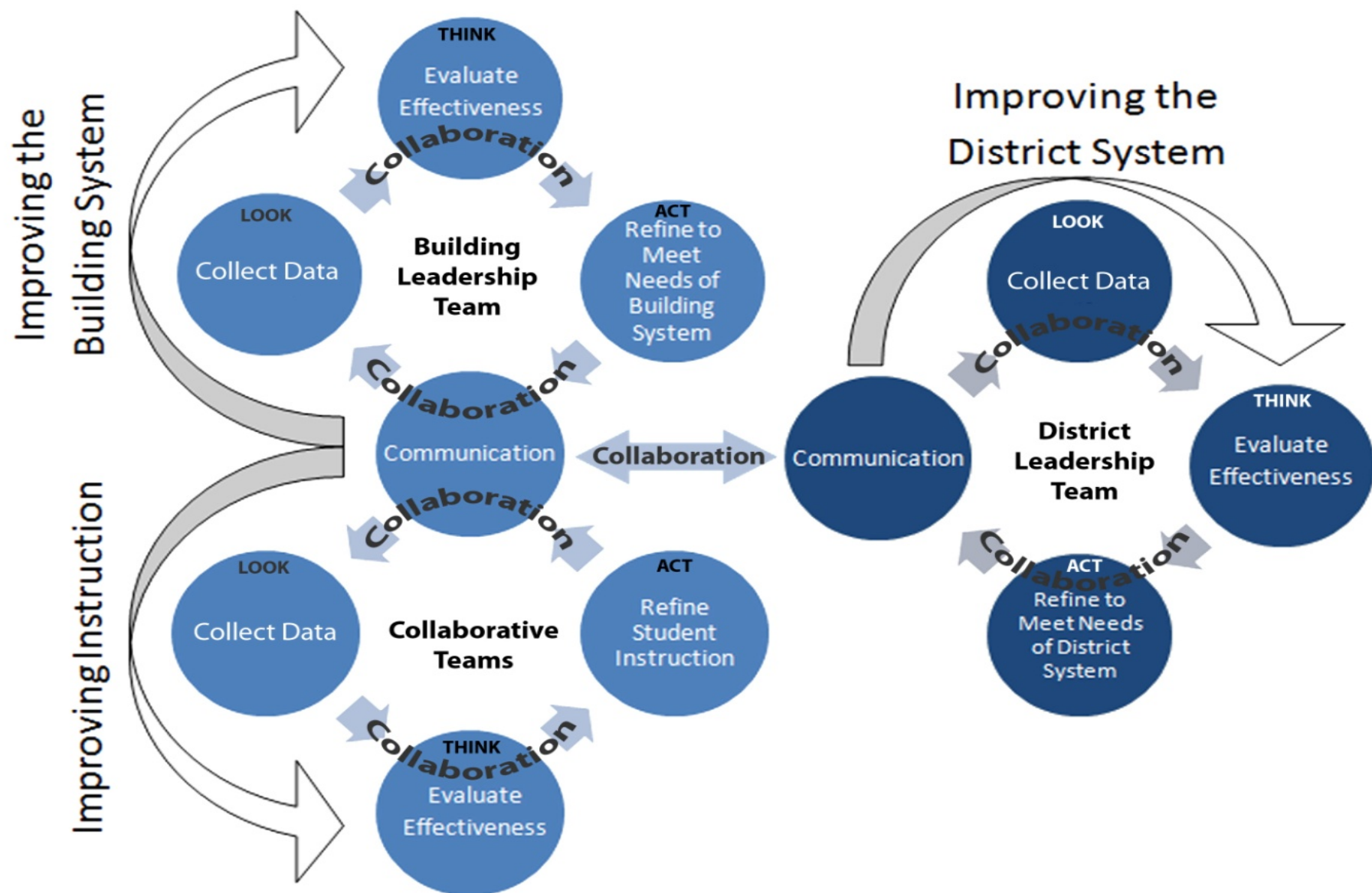
Introduction

- Framework
- Effective Instructional Leadership
- Strong Collaborative Relationships
- Effective Instruction in the Least Restrictive Environment
- Result focused

MTSS with Fidelity

- District and Administrative Support (BLT & DLT)
- Faculty Commitment
- Universal Screener 3x Per Year
 - Academic Curriculum Based Measurement (CBM) screener 3x a year (has pm component)
- Collaborative teams meet regularly
 - 3 consecutive data points within 6 to move student
 - Diagnostic assessment when appropriate
- SCFL operationalized
- Goal is Majority of Students (80+% for academics and behavior) in “Green Zone”
- Regular Assessment of Student Outcomes

Self-Correcting Feedback Loop



MTSS Academics with Fidelity

- Core curriculum taught with fidelity
 - Reading = 90 minutes/day
 - Math = fidelity to curriculum recommendation
- Curriculum protocol in place
 - Reading does not mean same intervention for every kid
 - Reading process groups students according to their missing skills
 - Math does mean same comprehensive intervention for every kid as the first step
- Tier 2 research-based intervention
 - Reading = 30 minutes/day; groups of 3-5
 - Math = comprehensive 30-40 minutes/day

MTSS Academics with Fidelity

- Tier 3 research-based intervention
 - Reading = 60 minutes/day; groups of 1-3
 - Math = comprehensive 30-40 minutes/day
- Progress monitor tier 2
 - Reading = every other week
 - Math = at least once every three weeks
- Progress monitor tier 3
 - Reading = every week
 - Math = at least once every three weeks

MTSS Behavior with Fidelity

- Expectations Defined and Taught (classroom & non-classroom systems)
- Proactive Classroom Environment (e.g. 4:1 positive: negative ratio)
- Acknowledgement System Established
- Violation System Established
- Information System: Data Entry & Analysis
- Capacity for Function-based Support
- Fidelity of Implementation as evidenced by the Team Implementation Checklist (TIC) or School-wide Evaluation Tool (SET) $\geq 80\%$ or Benchmarks of Quality (BoQ) $\geq 70\%$
- Team Based Management of Tier 2 & 3 Systems

MTSS Behavior Tiers 2 & 3 with Fidelity

- Consistent with School-wide Expectations
- Evidence-Based Interventions Implemented with Fidelity
- Documented Decision Rules for Student Identification
- Interventions are Continuously Available
- Staff Training for Tier 2 Interventions
- Rapid Access to Interventions(*within 72 hours*)
- Tertiary Supports – *interventions are function-based and student-centered and plans include operational definitions, description of antecedents & consequences, strategies for preventing problem behavior and teaching appropriate behavior and progress monitoring and plan evaluation*
- Evaluation System Established to Assess Fidelity and Overall Effectiveness of Tier 2/3 Interventions

Past, Present, Future

Building on a foundation of a multi-tier system of supports (MTSS), we are beginning the design and evaluation of a CI3T approach to addressing the academic, behavior, and social skills and needs of students.

This model is referred to as **MTSS: CI3T**

Kansas Department of Education's Vision on Behavior and Academics

- Schools use a **multi-tier** approach that addresses behavior, social and academic domains simultaneously.
- Schools look closely at all the pieces they currently have in place and **evaluate what needs to be revised**.
- Social curriculums and behavioral framework are taught with **as much rigor and fidelity** as academic subjects.
- Meaningful **data are collected and used** to make decisions regarding programming.

Comparisons

Moving from

- ✧ MTSS Recognized Facilitators
- ✧ Allowing option to choose behavior or academics
- ✧ Questionable district commitment
- ✧ No application/pre-requisites

Moving to

- ✧ MTSS State Trainers/Coaches
- ✧ Academic, behavior, social model is blended
- ✧ Confirmed district commitment
- ✧ Application process, exploration phase

MTSS for Academics (*Reading & Math*)
MTSS for Behavior





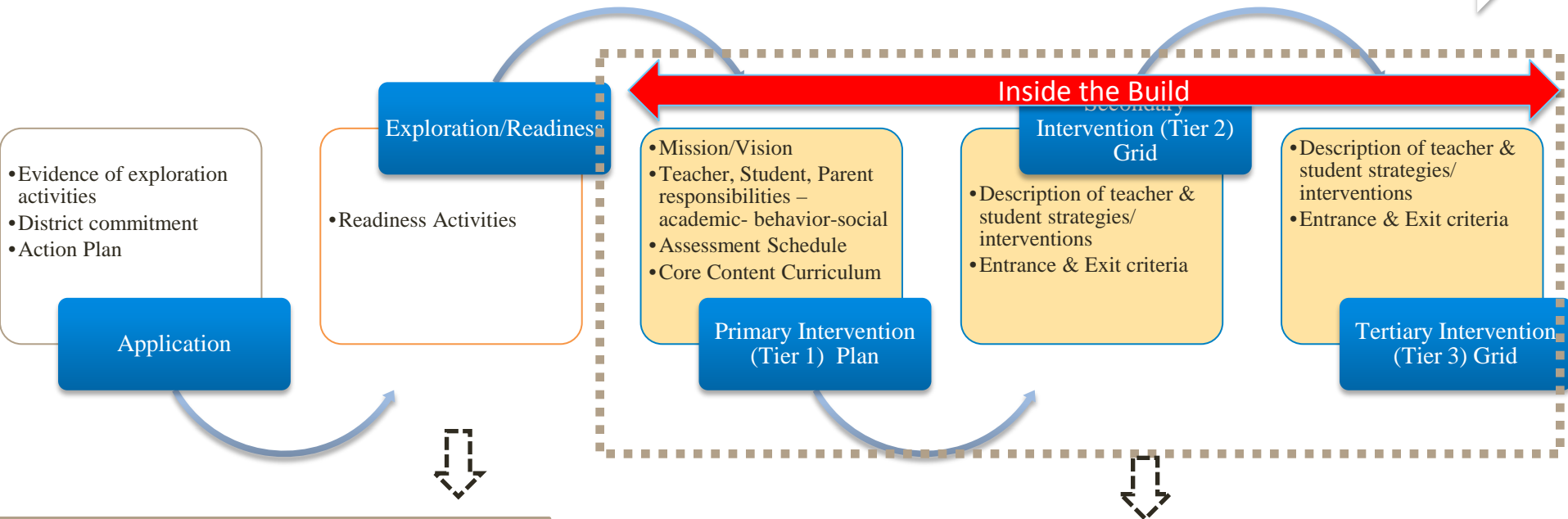
MTSS: CI3T



Kansas Multi-Tier System of Supports: A Comprehensive, Integrated, Three-Tiered Framework

Application/Exploration

Phase 1: Design | Phase 2: Implement | Phase 3+: Refine



Sample Topics for Professional Learning (Readiness) :

Intro to MTSS; CI3T
Implementation Science
Policy Review
Family Engagement
Universal Screening
IDEA/SPP
Introduction to Behavior Science
Book Studies

Sample Topics for Professional Learning:

Readiness Topics
Math, reading, behavior Tier 1, 2, 3 evidence-based practices
Teacher & student driven strategies
Reading, Math, Writing Benchmarking and Progress Monitoring
Tools
Other topics related to early childhood, students with disabilities, secondary transition, dropout prevention, etc.

Outside the build

Myth Busting

Myth #1

Support Programs (Special Education, Title I, Title III) and MTSS are diametrically opposed.

Truth: MTSS is the framework for 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.

Myth #2

Using MTSS will reduce your funding.

Truth: MTSS does not reduce funding. In fact, MTSS should maximize resources to affect positive outcomes for all students.

Myth #3

You can't do MTSS with fidelity and be compliant.

Truth: MTSS is a system designed to improve student outcomes. Student outcomes are a significant part of overall compliance.

Myth #4

The MTSS framework reduces supports for students who receive support services.

Truth:

MTSS is a system change. With MTSS, the goal is not only to prevent academic failure but also to address social and behavioral competencies. ALL educators must be at the table to create a comprehensive system of support (MTSS) for ALL students.

Myth #5

Some staff members cannot be used to provide intervention and support within MTSS.

Truth: There are many opportunities for all teachers and paraprofessionals to work with all students without compromising funding or the delivery of supports or services.

Myth #6

Data collected within the MTSS framework are only useful for identifying students for special education.

Truth: MTSS framework provides progress monitoring data for all students to enable teachers to deliver appropriate differentiated instruction to meet the needs of all students.

Focus on Student Results

“SEAs, LEAs, and schools implementing ESEA flexibility are meeting a high bar. They are holding all students to high standards, and protecting students by ensuring that low-achieving students in each subgroup are identified for targeted interventions based on need.”

-ESEA Flexibility Waiver 2014

Focus on Student Results

“OSEP is dramatically changing the way they do business and they are asking states to do likewise. Levels of Determination will either be a validation of many states’ hard efforts to make positive changes to impact students or it’s an opportunity to sound the alarm that things must change.”

-Michael Yudin and Melody Musgrove

Kansas Focus on Student Results

Goal 1 - Provide a flexible and efficient delivery system to meet our students' varied and changing needs.

- Encourage the implementation of tiered instruction and learning in all Kansas schools
- Continue to move forward on a new accreditation system
- Review graduation requirements, improve graduation rates, and reduce dropout rates
- Support the Career and Technical Education policy initiatives
- Support the implementation of the ESEA Flexibility Waiver
- Support and encourage the use of technology in education delivery systems

- Kansas State Board of Education Goals (March 2013-December 2014)

Next Steps and Resources

- www.ksdetasn.org
- www.kansasmtss.org
- LCP Handbook
- Fact Sheets
- Kansas Special Education Process Handbook
- Kansas Special Education Reimbursement Guide

Thank You!