

Keeping Your MTSS On Track

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Kansas MTSS Core Team

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Collaborative Team Progress Planner

Date Completed: _____

Core	Yes	No	Reflection
Is the Core sufficient (80% or better at benchmark)?			
How many students have met benchmark?			
How many students have not made adequate progress?			
Respond to the following questions to reflect on the sufficiency of specific aspects of the core.			
Is adequate time for Core instruction in the schedule (e.g. for reading, at least 90 minutes of uninterrupted instructional time)?			
Does the core teach the essential elements for the content or skill area being evaluated (e.g. all "big ideas" of reading, math, behavior)?			
Are we implementing the Core as it was intended (use of materials, sequencing, pacing, instructional strategies and routines, differentiating the core instruction, sufficient time for student practice)?			
Should any curricular materials or instructional practices be added, discontinued or replaced due to lack of evidence, need or lack of effectiveness with our students?			
Are all your students making progress as expected (as defined by goals)?			
Thinking of the core overall, are there other strengths and weaknesses of the curriculum and instruction that should be considered?			
Supplemental	Yes	No	Reflection
Is supplemental support sufficient? (Analyze the number and percentages of students needing less supplemental support. (For DIBELS and Aims Web this can be found on the Summary of Effectiveness			

Report or Summary of Impact Report.)			
How many students have met benchmark as a result of supplemental support?			
How many students have not made adequate progress?			
Respond to the following questions to reflect on the sufficiency of specific aspects of supplemental support.			
For each student that has not made adequate progress, were decision rules followed and appropriate instructional adjustments made (refer to decision rules documentation and ICEL tool)?			
Are students receiving adequate time for supplemental support (e.g. 30 minutes for supplemental reading support in addition to the Core)?			
Is group size appropriate for supplemental support (e.g. for reading 3-5 students per targeted intervention group)?			
Is supplemental instruction aligned with core instruction?			
Are there targeted interventions for all of the "Big Ideas" of Reading, Math or Behavior?			
Is there a correct match between student need and the instructional focus of supplemental support?			
Are we implementing supplemental support as intended? <ul style="list-style-type: none"> • use of materials • sequencing • pacing • instructional strategies or routines • differentiating the supplemental instruction • sufficient time for student practice • other practices 			
Should any curricular materials or instructional practices be added, discontinued or replaced due to			

lack of evidence, need or lack of effectiveness with our students?	Yes	No	Reflection
Intensive			
Is Intensive Support sufficient (numbers of students leaving intensive supports e.g. review summary of effectiveness report to analyze percentages of students needing less intensive support)?			
How many students have met benchmark as a result of intensive support?			
How many students have not made adequate progress?			
Respond to the following questions to reflect on the sufficiency of specific aspects of intensive supports.			
For each student that has not made adequate progress, were decision rules followed and appropriate instructional adjustments made (refer to decision rules documentation and ICEL tool)?			
Are students receiving adequate time for intensive support (e.g. for reading, 60 minutes of intensive support in addition to the Core)?			
Is group size appropriate for intensive support (e.g. for reading 1-3 students per targeted intervention group)?			
Is intensive support aligned with core?			
Are there targeted interventions for all of the "Big Ideas" of Reading, Math or Behavior?			
Is there a correct match between student need and the instructional focus of intensive support?			
Are there comprehensive programs available for those students with multiple skill deficits in reading, math or behavior?			
Are we implementing intensive support as intended (use of materials, sequencing, pacing, instructional strategies or routines, differentiating the intensive instruction, sufficient time for student practice)?			

Should any curricular materials or instructional practices be added, discontinued or replaced due to lack of evidence, need or lack of effectiveness with our students?			
Assessment	Yes	No	Reflection
Respond to the following questions to reflect on the comprehensive assessment plan.			
Are we following the assessment schedule (screener 3x per year, progress monitoring bi-weekly or weekly, diagnostics as determined by decision rules)?			
Are assessments administered by those trained to collect and interpret the data?			
Are we administering the instruments with fidelity?			
Do we compile the data quickly?			
Do we display the data effectively?			
Respond to the following questions to reflect on the sufficiency of specific aspects of the assessment system to support instructional decision making.			
Are all assessment instruments appropriate (e.g. valid, reliable, measures essential skills)?			
Are all assessment instruments efficient (e.g. universal screener that can be administered to all students in a single day)?			
Do all assessments have defined cut points (either provided by the assessment publisher or have been identified by the school)?			
Should any assessment practices be added, discontinued or replaced due to lack of evidence, need, or usefulness in instructional decision making (refer to assessment matrix)?			
Data-Based Decision Making	Yes	No	Reflection
Do we know and understand decision rules to be used?			
Is assessment data being used as planned (Collaborative Teams meet as scheduled e.g. at least			

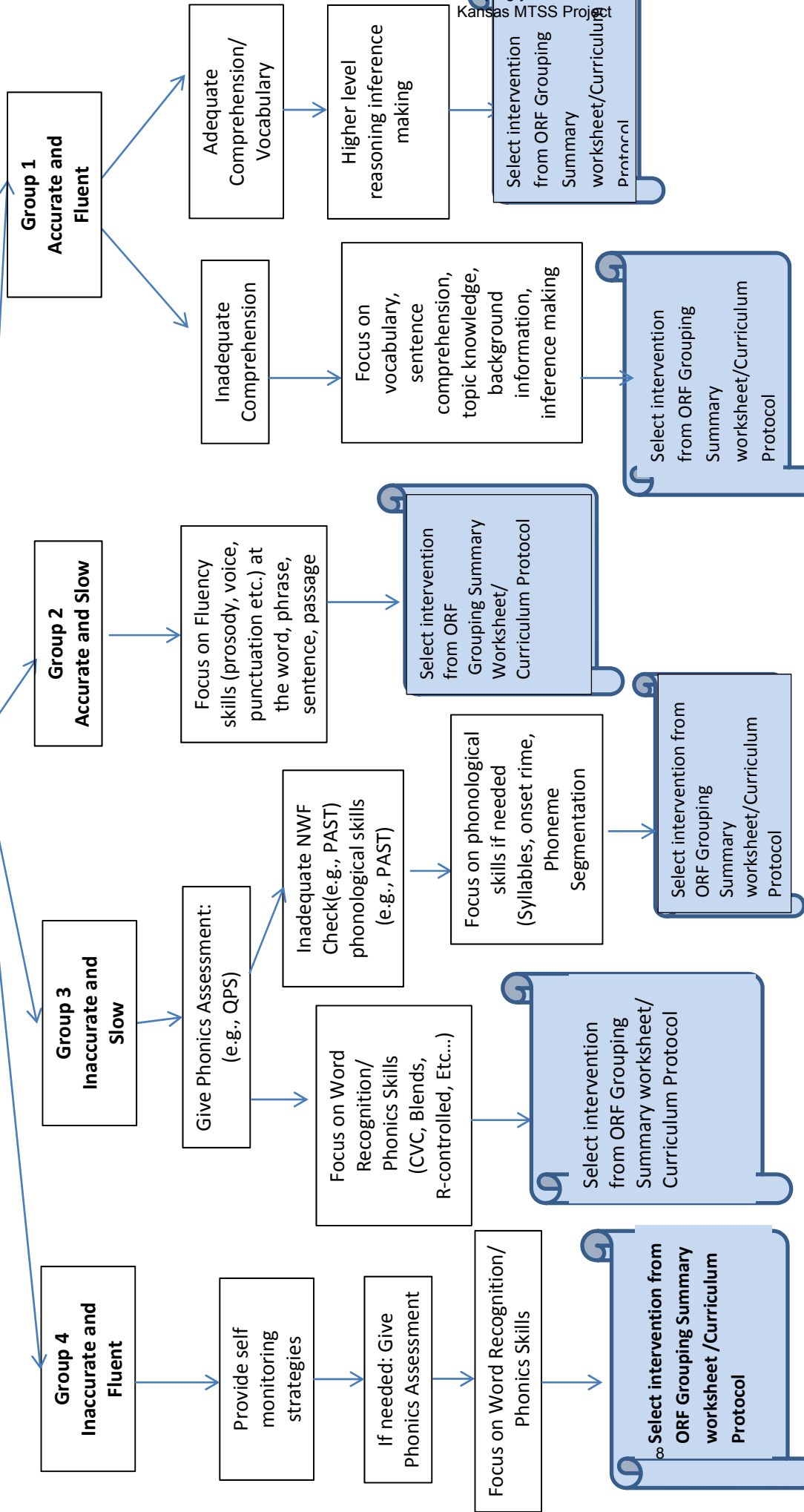
every 6 weeks with adequate time provided to make decisions)?			
Were decision rules used to move students among and between groups for instruction (based on benchmarking data, based on progress monitoring data in between benchmarking)?			
Were decision rules used to determine instructional changes within groups (e.g. when student data indicated 3-4 points below aimline were decision rules applied to adjust instruction using ICEL?)?			
Did decision rules work effectively?			
Collaboration	Yes	No	Reflection
Were team norms created and followed by the Collaborative Team?			
Did all team members share in the decision-making within the Collaborative Team (culture of the group empowers all to be active participants; group used problem solving to direct their decision-making)?			
Did the Collaborative Team focus on data to make decisions?			
Were changes in student groups and/or instruction for groups communicated efficiently?			
Other	Yes	No	Reflection

Grade _____ Teacher _____

Group 1 <ul style="list-style-type: none"> ▪ Accurate and Fluent ▪ 95%/98% or higher 	___ F		+	Group 2 <ul style="list-style-type: none"> ▪ Accurate and Slow ▪ 95%/98% or higher 	___ F		↓
	___ W		+		___ W		↓
	___ S		+		___ S		↓
Student	MAZE	WCPM	% A	Student	WCPM	% A	
Group 3 <ul style="list-style-type: none"> ▪ Inaccurate and Slow ▪ 94%/97% or lower 	___ F		↓	Group 4 <ul style="list-style-type: none"> ▪ Inaccurate and Fluent ▪ 94%/97% or lower 	___ F		+
	___ W		↓		___ W		+
	___ S		↓		___ S		+
Student	WCPM		% A	Student	WCPM		% A

Oral Reading Fluency Universal Screening Flowchart

Place students on Grouping Worksheet using
DORF/ R-CBM
(% Accuracy & WCPM)



Kansas MTSS: Innovations Configuration Matrix (ICM) Review

The *Kansas Multi-Tier System of Supports: Innovations Configuration Matrix (ICM)* describes the principles and practices within the MTSS. The principles and practices in the *ICM* focus on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior).

The *ICM* can be used in multiple ways, though it is primarily a descriptive document. The dominant use is to assist in the understanding of the principles and practices of a multi-tier system to build a vision of implementation within a school district. The *ICM* guides critical discussions among leadership and staff throughout the process of Implementation and then refinement of the MTSS.

During implementation, it's important for the building leadership team to reflect and focus on where the team perceives itself along the rubric continuum of the *Kansas ICM*. To accomplish this task each building leadership team member will need a copy of the *ICM*.

Using the steps below, as individuals and then as a building leadership team reflect and rate the level of implementation of the building.

1. As individuals read each line of the *ICM* and rate the perceived level of implementation of the building (Not Implementing, In Progress, Implementing). *[This step can be completed outside of team meeting time.]*
2. Prior to the next team meeting, summarize the individual responses onto a graph indicating the perceived level of implementation of each item within the *ICM*. *[An ICM graphing tool is available in the electronic implementation tools that can be downloaded from www.kansasmtns.org.]*
3. At a leadership team meeting, ensure that everyone has a copy of the ICM and provide everyone a copy of the final graph to facilitate discussions. There is likely to be a variety of responses for each item. As a team, discuss each item and come to agreement on a final single rating for the building.
4. Using the ICM Review & Rating Chart on the following page record the agreed upon rating and the rationale for the rating. The rationale will be used to help inform future discussions and decision making by the building leadership team.
5. Place the completed ICM Reflection Chart in the Decision Notebook for future reference.
6. As an extension of this discussion, having the leadership team reflect on the core beliefs using the Core Beliefs Reflection information on page xx of the appendix can be a insightful follow-up to this discussion.

ICM Review & Rating Chart				
<i>Date Completed:</i> _____				
<i>Implementing = I</i>	<i>In-Progress = IP</i>		<i>Not Implementing = NI</i>	
	I	IP	NI	Rationale for Rating
Leadership & Empowerment				
Component 1 – Effective Leadership Teams				
Component 2 – Creating an Empowering Culture				
Assessment				
Component 1 – Comprehensive Assessment Plan				
Component 2 – Assessments are Valid & Reliable				
Component 3 – Adequate Capacity for Assessment System				
Component 4 – Decision Making Rules are Clear				
Curriculum				
Component 1 - Curriculum is Evidence Based				
Component 2 - Curriculum Addresses Essential Components Appropriate to Grade Level				
Component 3 - All Curricula are Implemented with Fidelity				
Instruction				
Component 1 – All Instructional Practices are Evidence-Based				
Component 2 – Instructional Practices are Implemented with Fidelity				
Component 3 – Schedule Allows for Protected Instructional Time				
Component 4 – Flexible Grouping Allows for Appropriate Instruction				
Data-Based Decision Making				
Component 1 – Structures for Data-Based Decision Making				
Component 2 – Data-Based Decision Making for Improving the System				
Component 3 – Data-Based Decision Making for Improving Supplemental Instruction				
Component 4 – Data-Based Decision Making for Improving Intensive Instruction				
Integration & Sustainability				
Component 1 – Policy and Resources are Aligned within the System				
Component 2 – Systems are Self-correcting & Achieve Positive Outcomes for Learners				
Component 3 – Leadership Provides Staff Ongoing Support				