



Kansas Multi-Tier System of Supports

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2013 LEGISLATIVE KANSAS READING INITIATIVE and KANSAS MTSS

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The 2013 Kansas State Legislature's approval of the Kansas Reading Initiative (KRI) has generated questions from school district personnel. Specifically, Kansas educators have asked for clarification regarding the KRI and its relationship to the implementation of the Kansas MTSS process. For this reason the Kansas MTSS Core team, in collaboration with the leadership of the Kansas State Department of Education (KSDE), has reviewed the Lexia Core5 program, as well as the current literature, and identified the following guidance for schools that choose to participate in the KRI grant program and use the Lexia Core5 program within the Kansas MTSS framework.

- **Core Curriculum Supplement:** Within the Kansas MTSS framework, the Lexia Core5 program is best used as a **supplement** to the core curriculum, rather than as a replacement to a systematic, explicit research-based core curriculum.
- **Comprehensive Curriculum Protocol:** Schools implementing the Kansas MTSS framework must create a comprehensive curriculum protocol identifying specific curricula to be used within a given tier (Core Curriculum-Tier 1, Supplemental Curriculum-Tier 2, and Intensive Curriculum-Tier 3). Within the Kansas MTSS framework, Lexia Core5 would fit best as a supplement to the core curriculum (Tier 1) and therefore should be listed with supporting materials.
- **Supplemental (Tier 2) Targeted (Tier 3) Curriculum:** In the Kansas MTSS framework, intense direct instruction is recommended for Tier 2 and Tier 3 instruction. At the present time, Lexia Core5 should not be used as a stand-alone curriculum for Tier 2 or Tier 3. The diagnostic procedure used to determine students' skill needs is different from that used within the Kansas MTSS process. Furthermore, there is variation in time and intensity for targeted instruction between Lexia Core5 and Kansas MTSS recommendations. Lexia Core5 use can be complementary to the intensive direct instruction provided in the Kansas MTSS framework .
- **Universal Screening/Progress Monitoring:** The Kansas MTSS framework recommends the use of Curriculum Based Measurements (CBM) for universal screening and progress monitoring. Lexia Core5 does not provide the specific information needed to make the data based decisions outlined in the current Kansas MTSS process. Lexia Core5 data can be used to affirm and complement outcomes based on CBMs.

- **The Importance of Teachers in Data-Based Decision Making:** The Kansas MTSS framework emphasizes that the teacher is indispensable in providing effective instruction. School staff should continue to make data based decisions and be involved in all aspects of the programming as outlined in the Kansas MTSS process. Lexia Core5 requires the active supervision of program use, regular data review, and active delivery of recommended lessons by the teacher.
- **Implementing with Fidelity:** A fundamental principle in the Kansas MTSS framework is the importance of implementing a curriculum and/or interventions with fidelity. This is true for Lexia Core5 and other such computer based programs.
- **Alignment to Kansas College and Career Ready Standards:** The Lexia Core5 program aligns to portions of the Kansas College and Career Ready Standards, but does not include comprehensive coverage of all the standards.

Please note it is not the practice of the Kansas MTSS Core Team to create or endorse particular curricula or programs. Instead, we encourage districts to examine the research and study effect sizes, the student population with which it has been studied, and how the curricula or program fits within the district's current curriculum protocol. The district should be mindful of examining their data on a regular basis in order to make informed curricular decisions.

Further questions can be emailed to info@kansasmtss.org or a member of the Kansas MTSS Core Team.