

Kansas Multi-Tier System of Supports

- Innovation Configuration Matrix (ICM)

July 2012





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

Introduction

A number of educational researchers have long advocated for a system of prevention and intervention for all learners. In Kansas, we refer to this systemic approach to supporting the learning of all students as the *Multi-Tier System of Supports* (MTSS). Simply put, MTSS is a continuum of increasingly intense, research-based interventions provided to learners that helps them learn by responding to their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of all instruction provided. The outcome is to ensure that each Kansas student achieves to high standards.

The *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)* is designed to describe the principles and practices within a Multi-Tier System of Supports (MTSS). The principles and practices included in this *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* is a tool that may be used in multiple ways, though it's primarily a descriptive document. The primary use is to assist in the understanding of the principles and practices of a multi-tier system and what they look like when implemented within a district, building or other community agency. Schools have also found it a helpful tool in guiding critical discussions among leadership and staff. To fully understand the structures and processes necessary in implementing a sustainable system, districts, schools, families, community agencies and other stakeholders are encouraged to access additional support materials and training specific to a multi-tier system of academic and behavioral supports available at www.kansasmtss.org.

Acknowledgements

This document is possible only because of a significant commitment of time and energy by numerous Kansas educators, their districts, and numerous partners. It is their efforts to learn and help others understand what it takes to make a MTSS work within schools that is reflected in this document. This grassroots effort shows a commitment that Kansas educators have to meeting the needs of every student as well as a desire to share wisdom from the field and the research that has guided the effort along the way. The MTSS documents reflect over 8 years of effort and shared knowledge. The list of individuals and districts that have contributed to this understand has become too long to list individually so a collective thank you must be offered to everyone that has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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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 	
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.	



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	Not Implementing	Implementing	Transitioning	Modeling
LE4	District/building/site level data are not reviewed regularly by the leadership team or shared with others.	District/building/site level data are reviewed by the leadership team, but results are not shared with others.	The leadership team has formal meetings to analyze district/building/site level data, but the data/software system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.	The leadership team regularly engages in formal problem solving using district/building/site level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with district, building and community.
LE5	The only indicator of success is Adequate Yearly Progress (AYP).	The leadership team discusses indicators of progress, although Adequate Yearly Progress (AYP) is the primary indicator of success.	The leadership team has identified multiple indicators of success and is beginning to understand how to use those indicators as measures of learning.	The leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures of learning.
LE6	Professional development focuses on managerial/administrative issues.	The administration plans professional development based on perceived needs. Data and staff input are not used to plan professional development nor is there a plan to build behavior and academic expertise.	The leadership team asks staff and community collaborators for input regarding professional development needs and considers that input in relationship to academic and behavioral data. There is limited focus on developing academic and behavioral expertise at each tier of support.	The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.



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Not Implementing		Implementing	Transitioning	Modeling
LE7	No clear or consistent communication plan is in place to support implementation of MTSS.	Communication within the leadership team occurs but is not planned. Communication with community collaborators about MTSS does not occur nor is planned.	Communication within the leadership team and with community collaborators about MTSS is planned but does not occur frequently or as planned.	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.
Component 2: Creating an Empowering Culture				
Not Implementing		Implementing	Transitioning	Modeling
LE8	Staff relies on title, special education and other entitlement programs to meet the needs of struggling learners.	Supports for struggling learners beyond entitlement programs are left up to individual or small groups of staff to design and implement.	Supports for struggling learners beyond entitlement programs are designed for the system but are implemented inconsistently.	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.
LE9	There is no acknowledged responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	The administration has abdicated responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
LE10	Knowledge about MTSS is gained individually by the staff based on individual interests.	The leadership team has shared information regarding MTSS.	The leadership team has a common understanding of the need to build knowledge and consensus around the implementation of MTSS and has a plan to do so.	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.



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Not Implementing		Implementing	Transitioning	Modeling
LE11	Participation in professional development is self-selected by individual staff members.	Professional development is directed by administration to address general topics related to achievement.	Professional development activities for staff members are aligned with the principles and practices of MTSS, but do not include ongoing support and coaching nor opportunities for family involvement.	Professional development for staff members and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.
LE12	Learners are provided instruction and expected to learn.	Struggling learners are matched to existing programs to receive support.	Learners are provided with content learning experiences which are customized to their interests without regard to learning needs.	Learner experiences are customized in ways that make content relevant and enable learning.
LE13	The data are publicly reported only if it is required by law/regulation to do so.	The data are publicly reported when it is positive.	The data are shared but implications for instruction are not discussed openly.	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.
LE14	There is no parent involvement policy.	The parent involvement policy is developed but is not reflective of the six National Standards for Family School Partnerships.	The parent involvement policy is reflective of the National Standards for Family School Partnerships but does not address all six areas and/or strategies are not implemented.	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.



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Assessment

Component 1: Comprehensive Assessment System				
Not Implementing		Implementing	Transitioning	Modeling
A1	The assessment system does not include tools to measure essential components of academics or behavior.	Some tools are in place, but they are either not available for both academics and behavior or they do not address all the essential components of each.	The assessment system includes tools to measure all essential components of academics and behavior but is not used consistently.	The assessment system includes tools to measure all essential components of academics and behavior and is used consistently.
A2	The assessment system includes assessment tools for outcomes only.	The assessment system includes some of these assessment tools for only academics or behavior: <ul style="list-style-type: none"> • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes 	The assessment system includes all of these assessment tools for only academics or behavior: <ul style="list-style-type: none"> • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes 	The assessment system for academics and behavior includes: <ul style="list-style-type: none"> • Universal Screening • Diagnostic /Functional Behavioral Assessment • Progress Monitoring • Outcomes
Component 2: Assessments are Valid and Reliable				
Not Implementing		Implementing	Transitioning	Modeling
A3	Staff members use instruments that are not technically adequate.	Staff members assume technical adequacy but no documentation is available.	Documentation of technical adequacy for each assessment instrument comes only from the publishing company.	Staff members have independently documented technical adequacy of each assessment tool used.
A4	The staff members having responsibility for data collection have not been adequately trained to reliably and validly administer the instruments.	The staff members having responsibility for data collection receive information and have been adequately trained to reliably and validly administer the instruments.	Data are collected by staff members who have been formally trained to reliably and validly administer the instruments but the fidelity of administration is not monitored.	Data are collected by staff members who have been formally trained to reliably and validly administer the instruments and the fidelity of administration is consistently monitored.



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Component 3: Adequate Capacity for Assessment System				
Not Implementing		Implementing	Transitioning	Modeling
A5	No universal screening for academics is used.	Universal screening for academics is used.	Universal screening for academics occurs as recommended for content and grade level.	Universal screening for academics occurs as recommended for content and grade level and the fidelity of administration is monitored.
A6	Behavior/office discipline referrals are not tracked in a systematic manner.	Behavioral/office discipline referrals are tracked using only the following variables: learner, grade, date, time, referring staff, problem behavior, and administrative decision.	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision and the fidelity of data collection is monitored.
A7	No diagnostic assessments are administered.	Staff members individually determine when diagnostic assessments are given.	Staff members do not consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.	Staff members consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.
A8	No progress monitoring tools are administered.	Progress monitoring does not regularly occur for learners receiving supplemental and intensive instruction.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is left up to individual teams or staff members to determine.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.



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Component 4: Decision Making Rules are Clear				
	Not Implementing	Implementing	Transitioning	Modeling
A9	<p>No commonly agreed upon or understood decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>Teams have informal or missing decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>Teams have documented decision rules, but they are unknown or inconsistently used by staff members for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports

Curriculum

Component 1: Curriculum is Evidence Based				
	Not Implementing	Implementing	Transitioning	Modeling
C1	<p>Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.</p>	<p>Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.</p>	<p>Staff members rely on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.</p>	<p>Staff members have formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.</p>



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Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level				
Not Implementing		Implementing	Transitioning	Modeling
C2	Academic curricular materials are not available to address essential academic components.	Academic curricular materials address only some essential components.	Academic curricular materials are available that address essential components.	Staff members have formally evaluated and documented that all curricular materials address essential academic components.
C3	There are no clear rules/behavioral expectations for the building/site or rules/behavioral expectations are negatively worded.	There is a code of conduct for the building/site.	Staff members have identified more than 5 rules/behavioral expectations.	Staff members have agreed to and documented 5 or fewer positively stated rules/behavioral expectations.
C4	There is formal curriculum/system for teaching the essential components of academics across some tiers and no formal curriculum to teach behavioral expectations.	There is formal curriculum/system for teaching the essential components of academics across some tiers and the behavioral expectations through correction of problem behaviors.	There is formal curriculum/system for teaching the essential components of academics across all tiers and an informal curriculum /system to teach the behavioral expectations.	There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.
C5	All learners receive the same academic curricular materials at the same time and behavior is addressed randomly or not at all regardless of need.	Supplemental and intense curricula for behavior and academics are available but not based on learner need.	Staff members select academic curricula, behavioral instructional materials, and programs/process for supporting behavior that are an appropriate match for the needs of the learner at some tiers.	Staff members select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.



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Component 3: All Curricula are Implemented with Fidelity				
	Not Implementing	Implementing	Transitioning	Modeling
C6	Staff members receive academic and/or behavioral core, supplemental and intense curricular materials that they are responsible for providing and are expected to implement the curricula according to the teachers' manuals provided.	Staff members receive an overview of the academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing and/or reminders of concepts that must be taught prior to state assessments.	Some staff members are trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff members are provided the scope and sequence for introducing concepts to learners.	Staff members are specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff members implement the curricula and programs to ensure fidelity of implementation.
C7	It is assumed that all staff members are implementing the academic and behavioral curricula and programs at all tiers with fidelity.	The fidelity of implementation of the academic and behavioral curricula and programs at all tiers is checked only by having staff members turn in samples of lesson plans.	The fidelity of academic and behavioral curricula and program implementation at all tiers is specifically reviewed through the observation of staff members during personnel evaluation and feedback is provided at that time.	A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff members provided throughout the year.



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Instruction

Component 1: All Instructional Practices are Evidence Based				
Not Implementing		Implementing	Transitioning	Modeling
I1	There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff members are expected to read information about evidence-based instructional practices.	General information about evidence-based academic and behavioral instructional practices is disseminated to staff members.	Staff members have participated in discussions about the evidence-base of specific academic and behavioral instructional practices for different tiers.	Staff members have formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.
Component 2: Instructional Practices are Implemented with Fidelity				
Not Implementing		Implementing	Transitioning	Modeling
I2	The learning instructional practices/strategies are left up to individual staff members.	Selected staff members (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies.	Some staff members are trained in the use of evidence-based instructional practices/strategies for academics and behavior and “take the information back” to their colleagues via Professional Learning Communities, etc.	All staff members are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff members understand the critical features and application in all settings. Ongoing support and coaching is provided as staff members implement the instructional practices/strategies.



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Not Implementing		Implementing	Transitioning	Modeling
I3	Staff members use the same behavioral and academic instructional practices/strategies for all learners in all settings regardless of individual need.	The administration selects a set of behavioral and academic instructional practices/strategies for use with all learners in all settings regardless of individual need.	Staff members select instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	Staff members select evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.
I4	It is assumed that all staff members are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs are not a concern.	The fidelity of instructional practices/strategies for academics is checked only by having staff members note example instructional practices on sample lesson plans turned into their supervisor. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of learners.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of staff members during personnel evaluation, and feedback is provided at that time.	A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff members provided throughout the year.
Component 3: Schedule Allows for Protected Instruction Time				
Not Implementing		Implementing	Transitioning	Modeling
I5	The schedule does not include specific time for core, supplemental and intensive instruction.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff members to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction but it is not protected from interruptions nor monitored to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.



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Component 4: Flexible Grouping Allows for Appropriate Instruction				
Not Implementing		Implementing	Transitioning	Modeling
I6	Supplemental and intensive instruction is provided in groups.	Some attempts are made to lower group size for supplemental and/or intensive instruction.	Recommendations for instructional group sizes are met but instruction is not delivered by highly trained staff members.	Recommendations for instructional group sizes are met and instruction is delivered by highly trained staff members.

Data-Based Decision Making

Component 1: Structures for Data-Based Decision Making				
Not Implementing		Implementing	Transitioning	Modeling
DBDM1	No identified team conducts data-based decision making at any level.	Informal teams meet as time allows to conduct data-based decision making at some levels: <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction 	Teams are identified and conduct data-based decision making at some levels: <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction 	Clearly identified teams conduct data-based decision making at each level: <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction
DBDM2	There is no common understanding of the roles and responsibilities of teams reviewing data.	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.	All teams have an understanding of their roles and responsibilities to make decisions about the effectiveness of curriculum and instruction but do not have a forum to influence changes.	All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.



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Not Implementing		Implementing	Transitioning	Modeling
DBDM3	The team does not use the problem solving process to guide decision making.	The team informally uses a problem solving process but has no decision rules.	Some staff members are involved and have been trained in the problem solving process and are beginning to formally implement, but inconsistently apply, decision rules.	All staff members are actively involved and have been trained in the problem solving process and use it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.
DBDM4	Staff members do not understand how to analyze data or how to interpret the results.	Staff members can analyze some of the simplest data elements but don't know how to interpret the results.	Most staff members can analyze much of the data and interpret the results but do so inconsistently and information shared with families is limited.	All staff members have a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.
Component 2: Data-Based Decision Making for Improving the System				
Not Implementing		Implementing	Transitioning	Modeling
DBDM5	System-wide data-based decision making does not occur for academics or behavior.	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	An informal team meets to review system-wide data academic and behavioral data.	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.
DBDM6	System level decision making is based on outcome data only.	The administration makes system level decisions based on: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings 	The team conducting system level decision making uses data from: <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings • Progress Monitoring



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Not Implementing		Implementing	Transitioning	Modeling
DBDM7	The team does not review effectiveness of or make adjustments in system.	The team analyzes: <ul style="list-style-type: none"> • Sufficiency of instructional procedures 	The team analyzes: <ul style="list-style-type: none"> • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners 	The team makes recommendations for adjustments to the system by analyzing: <ul style="list-style-type: none"> • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Effectiveness in engaging learners, families and communities • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners
Component 3: Data-Based Decision Making for Improving Supplemental Instruction				
Not Implementing		Implementing	Transitioning	Modeling
DBDM8	Supplemental instruction data-based decision making does not occur.	The administration reviews intervention data for academics and/or behavior for learners receiving supplemental instruction.	An informal team meets to analyze academic and behavioral intervention data for learners receiving supplemental instruction.	A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.



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	Not Implementing	Implementing	Transitioning	Modeling
DBDM9	Decision about supplemental instruction is based on universal screening data only.	The administration makes decisions for learners receiving supplemental instruction based on: <ul style="list-style-type: none"> • Universal Screenings • Progress Monitoring 	The team conducting decision making for learners receiving supplemental instruction uses data from: <ul style="list-style-type: none"> • Universal Screenings • Diagnostic Assessments • Progress Monitoring 	The team conducting decision making for learners receiving supplemental instruction uses data from: <ul style="list-style-type: none"> • Universal Screenings • Diagnostic Assessments • Progress Monitoring
DBDM10	The team looks at the general effectiveness of supplemental instruction.	The team analyzes data to make grouping decisions.	The team analyzes intervention data from supplemental instruction regarding grouping decisions and sufficiency of supplemental instruction.	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.



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Component 4: Data-based Decision Making for Improving Intensive Instruction					
Not Implementing		Implementing	Transitioning	Modeling	
DBDMI1	Data-based decision making addressing intensive instruction does not occur.	The process to conduct decision making addressing intensive instruction for academics and behavior is informal and does not meet regularly.	The team meets regularly to give suggestions for improving intensive instruction for academics and behavior. The team sometimes includes the family or utilizes input from the family.	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.	
DBDMI2	No team meets to conduct decision making for academic and/or behavior at the intensive level.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening and diagnostic assessments.	The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.	
DBDMI3	The team discusses need to refer for evaluation for entitlement.	The team analyzes individual learner intervention data regarding: <ul style="list-style-type: none"> • Develop individual plans • Need to refer for evaluation for entitlement 	The team analyzes individual learner intervention data regarding: <ul style="list-style-type: none"> • Customization of individual intervention plans • Progress of individual learners • Need to refer for evaluation for entitlement 	The team analyzes individual learner intervention data regarding: <ul style="list-style-type: none"> • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plans • Need to carry individual intervention plans forward into further evaluation 	



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Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System				
Not Implementing		Implementing	Transitioning	Modeling
IS1	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are inconsistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level with input from individual building/site staff members and are consistent with current evidence regarding effective practices.	Policies and decisions (including curriculum, instruction, scheduling, staffing, and family involvement) are mutually determined based upon current evidence regarding effective practices.
IS2	The implementation of MTSS has no action plan.	The implementation of MTSS is guided by a plan for general or special education only.	The implementation of MTSS is guided by an informal action plan. The administrative and building/site staff members are working on making academics and behavior the top goals including having policy documents and a plan for dissemination.	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.
IS3	No policy documents have been developed.	Policy discussions focus on emphasizing MTSS within existing policy documents.	Development of policy documents has been initiated but not completed.	Policy documents are available describing the vision and implementation of MTSS.



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Not Implementing		Implementing	Transitioning	Modeling
IS4	No change has occurred in the allocation of resources.	The realignment of resources and practices has occurred in a few programs.	The realignment of resources and practices has occurred in most but not all programs.	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.
Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners				
Not Implementing		Implementing	Transitioning	Modeling
IS5	There is no process in place to review decisions made as a result of data-based decision making.	The building/site leadership team has a process to review implementation of decisions made as a result of data-based decision making.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.
IS6	There is no process in place to review and improve the data-based decision making process.	The building/site leadership team has a process to review data-based decision making process.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.



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Not Implementing		Implementing	Transitioning	Modeling
IS7	There is no monitoring of the implementation of MTSS.	The implementation of MTSS principles and practices are monitored through initial implementation.	Implementation of core components of MTSS is monitored through full implementation.	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.
Component 3: Leadership Provide Staff Members Ongoing Support				
Not Implementing		Implementing	Transitioning	Modeling
IS8	Professional development activities are not tied to a multi-tier system.	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier system based upon local data.	There is a formal, long term professional development plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
IS9	There are no activities or time allocated for group decision making.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	Leadership informally involves the staff in decision making.	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.