

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:30 p.m. on January 24, 2011, in Room 152-S of the Capitol.

All members were present except:

Senator Anthony Hensley – excused
Senator Bob Marshall - excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department\
Laura Younker, Kansas Legislative Research Department
Jason Long, Office of the Revisor of Statutes
Eunice Peters, Office of the Revisor of Statutes
Dale Dennis, Deputy Commissioner, Kansas Department of Education
Dorothy Gerhardt, Committee Assistant

Conferees appearing before the Committee:

Colleen Riley, Director, Special Education Services, Kansas Department of Education
Susanne Smith, Division Director, Learning Services, Wichita, USD 259
Janet Jump, Principal, Dodge Elementary, Wichita, USD 259
Kathy Busch, Assistant Superintendent of Middle Schools, Wichita, USD 259

Others attending:

See attached list.

Presentation: Kansas' Multi-Tier System of Supports (MTSS)

Colleen Riley, Director, Special Education Services, Kansas Department of Education, began the presentation on the Multi-Tier System of Supports (MTSS) (Attachment 1) with a definition of MTSS. MTSS is a framework for school districts to align resources to support the learning success of each child, regardless of the level of support needed. The MTSS framework can be used to design school-wide support for children in the areas of reading, math and behavior. The Kansas MTSS framework has its foundation in leadership, professional development, and empowering culture.

The goal is to empower leadership at the state level, district level, and the school level to provide appropriate professional development for staff so they will have an empowering culture to provide appropriate instruction for all students. Rather than the old model of “Wait to Fail”, this new model is aimed at being preventive. This includes three points: intervention is not tied solely to special education; students receive intervention prior to experiencing difficulties; and it enables help to be given immediately-early.

Susanne Smith, Division Director of Learning Services; Janet Jump, Principal, Dodge Elementary; and Kathy Busch, Assistant Superintendent of Middle Schools, all from the Wichita School District, #259, also presented information (Attachment 2) regarding the implementation of MTSS in the Wichita School District.

A short question and answer session with committee members followed.

The next meeting is scheduled for January 25, 2010.

The meeting was adjourned at 02:25 p.m.

SENATE EDUCATION COMMITTEE GUEST LIST

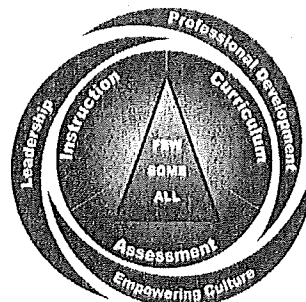
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Kansas Multi Tier System of Supports

Colleen Riley, Project Sponsor
 Kansas State Department of Education
 Susanne Smith, Division Director of Learning Services, Wichita School District
 Janet Jump, Principal, Wichita School District
 Kathy Busch, Assistant Superintendent of Middle Schools, Wichita School District
 January 24, 2011

Kansas Multi-Tier System of Supports Framework



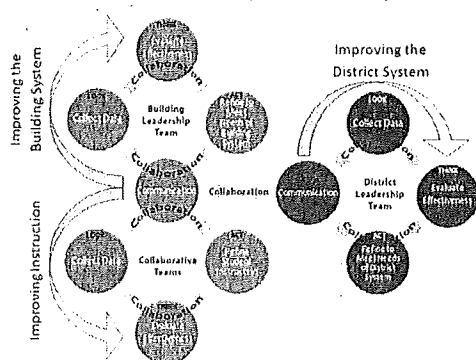
Multi-Tier System of Supports Focuses on Prediction and Prevention

- Old Model - Wait to Fail
 - Too often intervention instruction was tied to special education qualification practices
 - Services tied to achieving an IQ-Achievement discrepancy
 - Many children failed to qualify until 3rd grade or later
- New Model – Preventive
 - Intervention is not tied solely to special education
 - Receive intervention prior to experiencing difficulties
 - Enables help to be given immediately – early

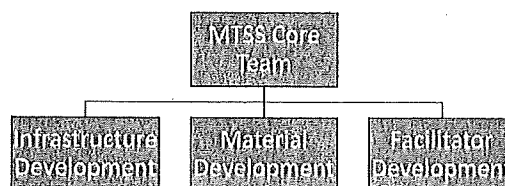
MTSS Principles and Practices

- Intervening early
- Multi tier model
- Groups are fluid
- Evidence-based practices
- Differentiated learning experiences
- Data-based decision making
- Problem solving
- Integration and sustainability
- Instruction and classroom management

Self-Correcting Feedback Loop



MTSS Core Team Structure



FAMILY ENGAGEMENT: A CRITICAL COMPONENT TO BUILDING AN EMPOWERING CULTURE IN THE KANSAS MULTI-TIER SYSTEM OF SUPPORTS (MTSS)

Elementary & Secondary Education Act (ESEA), commonly referred to as NCLB; reauthorized in 2002

Individuals with Disabilities Education Act (IDEA); reauthorized in 2004 including Response to Intervention (RtI)

These two laws support the beliefs & practices behind Kansas' Multi-Tier System of Supports

Requirements for family engagement are found in almost all federal and state education statutes and regulations. The 2002 Elementary and Secondary Education Act (ESEA) defines parent involvement as "the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities; including ensuring that parents play an integral role in assisting their child's learning." The 2004 Individuals with Disabilities Education Act (IDEA) ensures parents have the opportunity to be members of any decision making

team for their child. The Kansas State Board of Education recognized the importance of family engagement by endorsing the PTA National Standards for Family School Partnerships in January of 2008. Family engagement is a critical component in creating an empowering culture within schools.

Family engagement is a key aspect of Kansas MTSS. For this reason, schools must make a concerted effort to involve families as early as possible. The PTA National Standards for Family School Partnerships focus on what families, schools, and communities can do together to support positive student outcomes. Each of the six standards includes quality indicators for successful partnerships. The standards are available on the National PTA website, www.pta.org. Additional information on the standards is available at the Kansas Parent Information Resource Center (KPIRC) website www.kpirc.org.



Within the Kansas Multi-Tier System of Supports (MTSS) framework, an empowering culture is a key component that supports the effective instruction of students. Families should be involved from the beginning as a school creates an empowering culture to support implementation of MTSS. Families need information on how MTSS will impact their children. This includes understanding what data will be collected, how it will be used and what supports will be provided to their child. The supports provided through MTSS do not replace a parent's right to request assessment of his/her child for special education or any other entitlement services offered by the school.

The National Standards for Family School Partnerships contains six standards that provide a framework for achieving a high standard of engagement for families and the community. The following pages highlight steps schools can take to achieve the six standards which build and sustain an empowering culture.

Standard 1. Welcoming All Families Into the School Community

Families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff and to what students are learning and doing in class.

Strategies for Welcoming All Families Into the School Community:

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| <ul style="list-style-type: none"> • Staff smiles and greets families warmly • Staff builds relationships with families • Leaders provide professional development for educators on building family-school partnerships • Schools send a "welcome to our school" postcard • Schools offer a family-friendly website • Schools host a variety of events to involve families (e.g., Open House, new family orientation, back to school nights, first day of school celebration, "sneak peek night" for families to experience a school day routine, "Donuts with Dad," and "Muffins with Mom") • Schools and families develop and distribute a Parent Involvement Policy and Parent School Compact • Schools maintain a "welcome to our school" bulletin board, banner, and posters • Schools provide an "introduction to our school" DVD | <ul style="list-style-type: none"> • Schools provide a family information resource center • Schools provide child care for school events • Schools provide refreshments and child entertainment at family events • Schools offer a family to family mentoring program • Schools and/or families provide school tours to new families • Schools ensure materials are reflective of a variety of cultures • Schools ensure materials are available in multiple languages • Schools provide free family and student activities and events • Schools affirm student cultures and history in school resources, classrooms lessons and activities |
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Standard 2. Communicating Effectively

Families and school staff engage in regular, meaningful communication about student learning.

Strategies for Communicating Effectively:

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|--|---|
| <ul style="list-style-type: none"> • Staff makes contact with families to communicate positive experiences • Staff takes time to address all parents/guardians questions • Staff allows time for bi-directional communication during parent teacher conference (e.g., student led conferences) • Staff provide home visits to families • Schools provide families with data on student progress • Staff and families communicate on a regular basis (e.g., communication notebook, letters, postcards, e-mail, phone calls, text messages, website, newsletters) • Schools provide language and sign interpreters for effective communication | <ul style="list-style-type: none"> • Schools translate written documents into multiple languages • Schools provide families with clear information about policies, programs, improvement efforts, and events • Schools provide clear information on choosing courses, programs, and transition activities at the secondary level • Schools offer parents/guardians opportunities to ask questions and make recommendations (e.g., conferences, suggestion box, forums, surveys) • School/district leadership provides incentives to staff for communication efforts • Schools maintain websites to provide current information • Schools provide information about special events on district access channel and radio |
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Standard 3. Support Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Strategies for Supporting Student Success:

- Staff provides families with resources and/or strategies to support learning at home (e.g., summer learning packets, literacy backpacks, math games, reading lists)
- Schools provide parents/guardians with opportunities to participate in setting student goals, monitoring progress, and making instructional decisions (e.g., 504 plans, intervention strategies, Individualized Education Programs)
- Schools host family math and reading nights
- Schools post class information (e.g., homework, grades, test schedule) on website or make it available to parents/guardians
- Schools facilitate book studies for parents/guardians
- Schools provide parent education workshops (e.g., homework help, behavior support, nutrition)
- Staff provides families opportunities to volunteer (e.g., tutor, read stories, reinforce positive behavior)

Standard 4. Speaking Up for Every Child

Families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Strategies to Promote Speaking Up:

- Schools conduct needs assessments, satisfaction and feedback surveys on a variety of topics (e.g., bullying, curriculum, finances, school programs)
- Districts provide a system for resolving concerns and filing complaints (e.g., system using a district office and board of education member liaison)
- Schools provide a system for parents/guardians to ask questions, voice concerns, and offer suggestions for improvement (e.g., suggestion box, appointments with staff, forums)
- Schools provide parents/guardians with information about the availability of advocacy training through community organizations
- School staff ensures every student has a parent or another adult who advocates for them (e.g., grandparent, other relative, foster parent, Education Advocate, Court Appointed Special Advocate, etc.)
- Schools provide a link about current legislation that would affect children or education on school/district website

Standard 5. Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

Strategies for Sharing Power:

- Schools invite parents/guardians to participate in leadership committees (e.g., site council, MTSS leadership team, school improvement team, development of parent involvement policy and compact)
- Schools collaborate with parents/guardians in the development and implementation of behavior management plans
- Schools actively recruit diverse membership on all committees (e.g., socioeconomic, cultural and linguistic, race/ethnicity)
- Schools collaborate with PTA and other parent organizations to support positive student outcomes
- Schools provide opportunities for families to participate in the development of policies, programs, improvement efforts, and events (e.g., Title 1, vision and mission statements)
- Schools provide opportunities for committee members to enhance their skills and knowledge to fulfill committee responsibilities (e.g., site council and diversity training)
- Schools include parents/guardians on committees (e.g., diversity council, school foundation)

Standard 6. Collaborating with Community

Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.

Strategies for Collaborating with Community:

- Schools provide information about community organizations (e.g., bulletin board, newsletters, pamphlets)
- Schools invite businesses to partner with them in a variety of ways (e.g., donations, volunteer opportunities, apprenticeships, field trips, secondary transition, positive behavior expectations)
- Schools provide families with referrals to community agencies and programs (e.g., mental health, Big Brothers & Sisters, food banks, English as a second language programs for adults)
- Schools involve business and community leaders in leadership committees (e.g., site council, MTSS leadership team)
- Schools invite community members to participate in specific school activities (e.g., 'table hosts' during lunch, music programs, physical education field days)
- Schools provide opportunities for families to participate in community events (e.g., parade floats, booths, fairs)
- Schools collaborate with institutions of higher education and career and technical education schools (e.g., secondary transition, early college credit, GED)
- Schools collaborate with community early childhood programs (e.g., Head Start, child care centers)
- Schools partner with other agencies to perform community service projects

Application of standards and strategies to Kansas MTSS



A critical piece in improving the culture of a school to improve student performance is meaningful family engagement. Research in this area shows a convincing relationship between positive parent involvement and student success (Henderson & Mapp, 2002). The strategies listed in this document can be applied to MTSS and, when implemented, help to build an empowering culture.

Building strong family-school partnerships is not accomplished by simply hosting a series of events for families. True family-school partnerships are built by focusing on family engagement as part of a school's coherent plan. The PTA National Standards for Family School Partnerships provides a plan for schools to implement programs, practices and policies that encourage partnerships between families, schools and communities and promote student success.



Developed by the Kansas Parent Information Resource Center, Families Together, Inc. and the MTSS Core Team with funding from the Kansas State Department of Education, State Personnel Development Grant (SPDG).

An Equal Employment/Educational Opportunity Agency

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School-wide Behavioral Support within the Kansas MTSS Framework

December 2010

WWW.KANSASMTSS.ORG



The Kansas Multi-Tier System of Supports (MTSS) is an overarching framework for school improvement that assists schools in redesigning resources with a focus on system level change across the classroom, school, and district to meet the academic and behavioral needs of all students. To achieve this, resources must be used in effective and efficient ways to enable every student to be successful. Through MTSS buildings evaluate current practices to identify those that yield evidence of effectiveness, address areas that are missing, and replace ineffective or inefficient approaches with those that are supported by research and address an area of need as indicated by the building data.

An effective behavior support system is a proactive and preventative school-wide behavioral support system, not just a behavioral “program” or set of reactive strategies. Some characteristics of effective school-wide behavior support systems include:

- Administrative support, leadership, and active participation
- Focus on building core instruction and supports at the building and classroom level
- Clearly defining and teaching expected behaviors to all students in a systematic manner
- Collection and analysis of screening data regarding behavior of all students and building level systems
- Use of data to improve core behavioral instruction and supports
- Use of data to identify students for additional support through interventions
- Using data to monitor the progress of students receiving intervention

Behavioral programs and strategies are different from a school-wide behavioral system. Behavior programs are designed for narrower purposes, such as teaching behavioral skills to a subset of students (e.g., Skillstreaming, ASSET, Boys Town) or building social-emotional competencies (e.g., Lions Quest, Positive Action, Second Step). Many programs include some combination of enhancing social-emotional competencies and behavioral skills instruction, and are typically taught by the counselor, behavioral specialist, or other support personnel in a “pull-out” manner. Evidence-based behavior programs focusing on improving behavioral skill deficits through instruction and practice could potentially be used within supplemental (Tier 2) or intensive interventions (Tier 3) in a multi-tier system of supports to meet student needs.

Strategies are a set of procedures or steps that an individual is taught and then uses more and more independently in order to solve a problem or develop a new skill. Give Me Five (Wong & Wong, 2009) is an example of a classroom management strategy to remind students of appropriate behaviors when the teacher needs the attention of all students.

Behavioral programs and strategies are a necessary component within school-wide behavioral support system but are insufficient alone since they are not designed to provide core behavioral instruction to all students. Schools that have previously structured and implemented a MTSS addressing academics may expand their system to address behavior. The *Kansas MTSS: Structuring Behavior Supplement* guides schools through creating a school-wide behavior support system including practices and recommendations largely based upon the research validation of School-wide Positive Behavior Supports (SW-PBS), also referred to as Positive Behavior Interventions and Supports (PBIS). Schools that currently have in place or wish to use a research-based school-wide behavior support system other than the *Kansas MTSS Behavior Supplement* (e.g., PBIS/SW-PBS, Safe & Civil Schools, Project Achieve) can do so compatibly within the MTSS framework. Regardless of the approach a school takes, it is critical that a research-based school-wide behavioral support system, such as Kansas MTSS Behavior Supplement, PBIS, Safe & Civil Schools, or Project Achieve, be selected to provide the systemic and systematic framework needed.

Both MTSS and PBIS seek to create a framework to systematically address behavioral issues of students through a focus on establishing behavioral expectations, defining those expectations operationally, explicitly teaching those expectations to students (and staff), recognizing and encouraging the use of those behaviors in the school setting, and using regular data review both to refine the building system and to assess the effectiveness of supports provided to individual students. A significant difference between MTSS and PBIS is the use of coaches. The PBIS model relies on both internal (building or district based) and external (typically regional consultants) coaches to help build capacity and ensure fidelity of implementation (Sugai et al., 2010).

The Safe & Civil Schools System, like MTSS and PBIS, focuses on systemic change to positively impact building culture and individual student behavior. The Safe & Civil Schools system addresses all of the areas common to MTSS and PBIS (above), but takes a multi-pronged approach to achieving that end. Buildings who participate in the Safe & Civil Schools system focus on the building system and classroom systems simultaneously. While building-wide systems are employed, all teachers are trained in specific classroom management techniques (e.g., CHAMPS, Discipline in the Secondary Classroom) to ensure consistency across the building. A multi-tiered approach is then utilized to work with students who require additional support with targeted, customized interventions (Sprick, Booher, & Garrison, 2009). Training for each of the three levels is distributed across time so that participants can experiment with implementation and share what is working and what is not in subsequent training sessions.

MTSS and Project Achieve both use a model that includes multiple tiers with a focus on prevention and provision of strategic or intensive intervention based on student need. Both systems provide a framework for academics and behavior, and include an emphasis on linking data to instructional decision-making, building positive behavior supports, and the use of problem-solving procedures. Project Achieve includes the Stop & Think Social Skills program (Knoff, 2001), while MTSS leads schools to review and select research-based protocol programs based on needs indicated by student data.

Buildings wishing to be trained in PBIS, Safe & Civil Schools, or Project ACHIEVE will need to work directly with consultants from those organizations. No matter which school-wide behavior support system is chosen, the MTSS framework will guide buildings in aligning and integrating all school efforts for academic and behavioral student support.

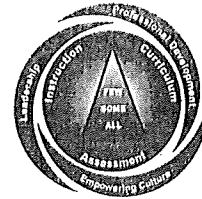
References

- Knoff, Howard (2001). *The Stop and Think Social Skills Program (Project ACHIEVE series)*. Longmont, CO: Sopris West.
- Sprick, R., Booher, M., and Garrison, M. (2009) *Behavioral Response to Intervention – Creating a Continuum of Problem-Solving & Support*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, Randall (2009). *CHAMPS - A Proactive and Positive Approach To Classroom Management*, 2nd ed. Eugene, OR: Pacific Northwest Publishing.
- Sugai, G., Horner, R.H., Algozzine, R., Barrett, S., Lewis, T., Anderson, C., Bradley, R., Choi, J. H., Dunlap, G., Eber, L., George, H., Kincaid, D., McCart, A., Nelson, M., Newcomer, L., Putnam, R., Riffel, L., Rovins, M., Sailor, W., Simonsen, B. (2010). *School-wide positive behavior support: Implementers' blueprint and self-assessment*. Eugene, OR: University of Oregon.
- Wong, Harry K. and Wong, Rosemary T. (2009). *The First Days of School: How to Be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

Plan to Attend

MTSS Leadership Essentials

For District and Building Administrators



Length: 5-6 hour training prior to the beginning of the Multi-Tier System of Supports (MTSS) Structuring process and before the selection of the building/district leadership team.

Description: MTSS Leadership Essentials is the starting point for building and district administrators prior to the MTSS training. During this training, administrators will review the general MTSS process and identify the tasks and leadership competencies necessary to facilitate a successful MTSS. Critical requisites for MTSS will be identified and discussed. Administrators will be prepared to ready their buildings and districts for a MTSS in which data-based decision making and intentional redesign of instructional practices are paramount.

Participants: Building and District Office Administrators

- Building Principals & Asst. Principals
- Curriculum & Instruction Leaders
- Assessment Leaders
- State & Federal Program Leaders
- Directors/Asst. Directors of Entitlement Programs (Title, ESL, At-Risk, Special Education, etc.)
- Superintendent & Asst. Superintendents

Support Documents to Use:

- *Kansas MTSS: Innovation Configuration Matrix (ICM)*
- *MTSS Leadership Essentials Training Materials*

When Provided: This training is provided to administrators as the starting point for districts/buildings that want to pursue the MTSS or those that would like additional information. It is completed prior to the beginning of the MTSS Structuring process and before the selection of the building/district leadership team.

Aim: To identify and discuss the tasks and leadership competencies necessary to support an effective MTSS.

Objectives of MTSS Leadership Essentials Training:

- To identify and discuss leadership responsibilities as they relate to MTSS.
- To outline the tasks that must be completed to prepare the building/district to begin a MTSS.
- To introduce and review key tools/documents found in the MTSS Structuring Guide that will assist administrators in supporting the MTSS.

Learning Outcomes: Upon completion of the *MTSS Leadership Essentials*, participants will be able to:

1. Identify leadership responsibilities necessary to support a successful MTSS.
2. Identify the time and professional development commitments for a MTSS.
3. Understand the self-correcting feedback loop and its implications for communication district-wide.
4. Review and understand the uses of the Innovation Configuration Matrix.
5. Describe the roles and responsibilities of Leadership Teams.
6. Review leadership references and research articles to increase leadership competencies.

Upcoming Dates and Locations:

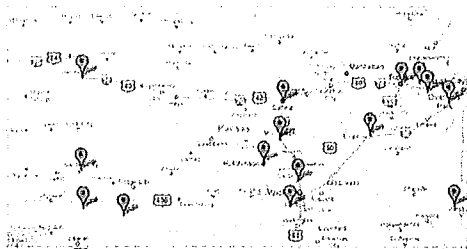
December 6, 2010	Sublette	January 11, 2011	Clearwater
December 10, 2010	Hutchinson	January 14, 2011	Topeka
December 13, 2010	Girard	January 19, 2010	Oakley

Register at:

Kansas Multi-Tier System of Supports

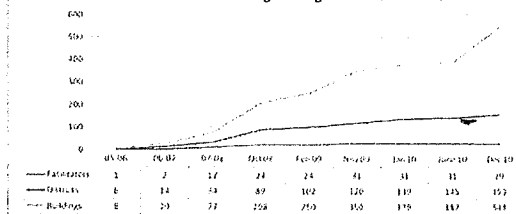
www.kansasmtss.org

MTSS Training Infrastructure



Participation in MTSS

Statewide MTSS Training through December 2010



How to access MTSS Training

- Unique partnership with many educational agencies across the state
- Recognized Facilitators receive training specific to MTSS by MTSS Core Team
- Recognized Facilitators have the responsibility to support buildings through structuring and implementation with fidelity

Why Reform Through MTSS?



- Data plateau
- We now have more accurate data on where students are and are adjusting instruction

Inviting the Best of the Best



- Stevan Kukic: Strategic Reform
- James Baker: Academic Structuring and Implementation
- Robert Pipik: Performance Management
- Randy Sprick: Positive Behavior Supports
- George Batsche: Leadership and RtI

The Plan Evolves



- Defined Six Cohorts of Feeder Schools
 - 3 Cohorts: Behavior Focus
 - 3 Cohorts: Academic Focus
 - Shift in Focus after 2 years

Scope and structure for training and implementation

- Behavior Cohorts
 - 53 schools
 - 5 member teams
 - 9 days of training
- Academic Cohorts
 - 41 schools
 - 5 member teams
 - 9 days of training

All instructional staff in the system (5000) receiving 4 half days of CHAMPS/Achieve training from Safe and Civil Schools

Systemwide Reform

- Reorganization at the central office level
- Comprehensive Assessment System
- Systems of Support for All Students and Faculty
- Implementation with Fidelity
- Data-Driven Decision Making

Wichita Public Schools Comprehensive Assessment System - DRAFT 7-10-10

Assessment Type	Use of Assessment	Purpose of Assessment	MTSS	Selected Assessment	Eliminated Assessments
Universal Screening (Formative)	To identify students who need more precise assessment to determine the potential for intervention.	"First Alert"	All	• AIMSweb • DIBELS • GALT, GALT, Go	• DIBELS • HARRY JONES
Progress Monitoring (Formative)	To determine student progress and to plan differentiated instruction.	"Growth Charts"	SOME FIW (1st/2/3)	• AIMSweb	• DIBELS
Diagnostic (Formative)	To plan instruction, including intensive intervention strategies.	"In-depth View"	EEH (Thurs/2/3)	• AIMSweb • PAST • Quick Phonics • Enter Analysis • Navigator Screener	• NWEA MAP
Outcome (Summative)	To evaluate student performance after instruction is completed.	"Reaching Our Goals"	All	• Kansas State Assessment • ACT, PLAA, EXPLORE	• GALT • MCGOWAN

Wichita Public Schools Comprehensive Assessment System - DRAFT 7-10-10

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Outcome (Summative)	To evaluate student performance after instruction is completed.	"Reaching Our Goals"	All	• Kansas State Assessment • ACT, PLAA, EXPLORE	• GALT • MCGOWAN

Comprehensive Assessment System: What is different?

Assessment Type	Use of Assessment	Purpose of Assessment	MTSS	Selected Assessment	Eliminated Assessments
Universal Screening (Formative)	To identify students who need more precise assessment to determine the potential for intervention.	"First Alert"	All	• AIMSweb • DIBELS • GALT, GALT, Go	• DIBELS • HARRY JONES
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Diagnostic (Formative)	To plan instruction, including intensive intervention strategies.	"In-depth View"	EEH (Thurs/2/3)	• AIMSweb • PAST • Quick Phonics • Enter Analysis • Navigator Screener	• NWEA MAP
Outcome (Summative)	To evaluate student performance after instruction is completed.	"Reaching Our Goals"	All	• Kansas State Assessment • ACT, PLAA, EXPLORE	• GALT • MCGOWAN

Meeting the Needs of All Learners

- Data tells us where students are performing academically and socially
- Teachers are able to use the data to adjust instruction and provide support in a timely manner

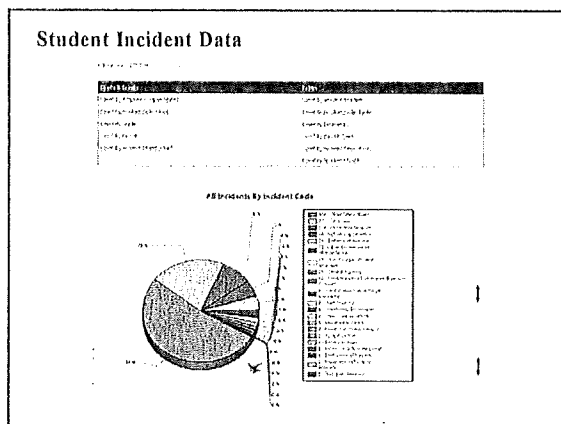
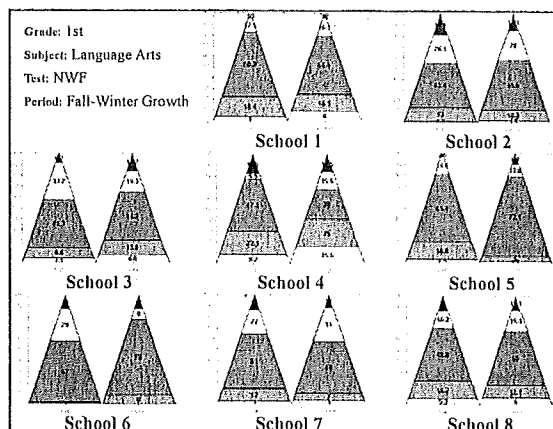
AIMSweb

Wichita USD 259
Year: 2010-2011

CAHSA
Language Arts
Grade: 1st
Subject: Language Arts

Test: NWF
Period: Fall-Winter Growth
School 1
School 2
School 3
School 4
School 5
School 6
School 7
School 8

Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item	Score	Item
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Reforming our collection and use of data



- Performance Management System
- Facility Stat
- School Stat

Why Reform Through MTSS?



- USD 259 is implementing MTSS to be consistent districtwide in meeting the needs of our diverse student population in order to improve and enrich the learning needs of all! (students, teachers, and administrators)
- Wichita has adopted MTSS in order to align our district, intervene early to meet the needs of all students and strengthen core through a system of support.
- To unify the district by aligning support to meet the needs of all students!

At no time in history has there been a more powerful need for a new vision of the purpose of education...No institution has a more crucial role to play in the historic changes coming than school because no institution has greater potential to impact how society changes over the long term. How we educate our children shapes the future, because they in turn will be the ones who create that future. The growing gap between what they need to be able to understand (such as alternative cultures and social-technological-ecological systems) and to do (such as work collaboratively to solve complex interdependent problems) and what we have traditionally taught is the primary reason so many young people find school less and less relevant for their lives. And they are right.

Peter Senge

FACT SHEET

MTSS – Systemic Implementation Plan

Background and Purpose

Educational researchers have long advocated for a system of prevention and intervention for all learners. Wichita Public Schools' response for this systemic need is the Kansas Multi-Tiered System of Supports (MTSS). 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 effectiveness of all instruction provided. The outcome is to ensure that each student in USD 259 achieves to high standards.

District Plans

As part of the district's systemic plan to fully implement MTSS, six cohort groups have been established by feeder patterns. Three of the cohorts will work on developing a system of Positive Behavior Supports (PBS) in their schools, and the other three cohorts will focus on Academic work in Literacy. Over the 5-year sustainable implementation plan, all schools will receive training, guidance, and support in both behavior and academics.



Cohort	Feeder Pattern(s)	# of schools	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	Southeast	13	Positive Behavior Supports	Positive Behavior Supports	Academics	Academics	Support for full system Implementation
2	Northeast & West	21					
3	Northwest & South	19					
4	East	13	Academics	Academics	Positive Behavior Supports	Positive Behavior Supports	
5	North	14					
6	Heights	14					

Positive Behavioral Supports

The work with Positive Behavior Supports will be contracted through Randy Sprick's Safe and Civil Schools group. Research shows that the most effective way to transform a school climate into a respectful one is to implement a behavioral plan that stresses proactive and positive corrective responses toward misbehavior. The *Foundations* Program teaches schools how to effectively do this work, teaching schools how to:



- Improve school climate
- Enhance school safety
- Reduce unnecessary discipline referrals
- Improve academic engagement
- Increase average daily attendance
- Reduce tardiness by up to 95%
- Strengthen student connectedness and school pride
- Expand staff skill in effective supervision and positive behavior support
- Transform staff into active problem solvers
- Promote job satisfaction and collegiality among staff

Academic Structuring and Implementation

Training for Academic Structuring and Implementation of Literacy in three cohorts has been designed and provided by the Kansas State Department of Education, MTSS Core Team and other certified state trainers.

MTSS Structuring is the starting point for the Academic training. During the training, teams will gain foundational knowledge of MTSS and the tools to support the creation of structures necessary to implement MTSS.

MTSS Implementation training occurs once schools have successfully implemented all of the structures to support the implementation. The primary purpose of this training is to teach systematic use of data that ensures fidelity of implementation. It further enables teachers to understand how to establish initial student groupings as well as subsequent student groupings throughout the year when additional data is available to enhance an instructional match of interventions and instruction.

Program Management

The district will work with Urban Policy Development (UPD) to apply a systemic process, *SchoolStat*, for monitoring and evaluating the MTSS implementation plan. *SchoolStat* is an accountability and performance improvement process for school districts that are moving toward a system of managing from data for results. These sessions focus on performance and create a clear message of accountability for results. The sessions also offer an opportunity for collaboration on tactics to improve performance, as well as for discussion of prioritization of efforts that most align with the district's objectives and enhance student outcomes.

