Kansas Multi-Tier System of Supports

Required Practices for Implementation of MTSS Addressing Reading

April 2011 rev. WWW.KANSASMTSS.ORG

The focus of the Kansas Multi-Tier System of Supports (MTSS) framework is to achieve system level change across the classroom, school, and district. To achieve this, curriculum, instruction, and assessment must be supported by effective leadership, ongoing job-embedded professional development, and a culture that empowers all to be actively involved in learning.

Each content-specific structuring supplement is designed to lead teams through all of the considerations of creating a complete MTSS in a manner that is both effective and sustainable. While there is great flexibility within the MTSS framework for customizing the MTSS for individual districts and buildings, there are specific practices identified during Structuring that must be in place before the Kansas MTSS Implementation materials can be used. The use of the following required practices does not constitute a complete MTSS, but are the practices that allow a team to use the MTSS Implementation materials addressing reading.

Assessment

- A Universal Screener that:
  - for grades K-8 is used for screening all students 3 times a year and is a curriculum-based measurement (CBM) that provides both accuracy and fluency data on the predictive skills at each grade level (e.g., DIBELS or AIMSweb) that is used with fidelity,
  - for grades 9-12 is a two-step universal screening process. Step 1: grade level comprehension assessment (e.g. NWEA, GRADE, etc.) administered at minimum once at the beginning of the year plus to all students that move in and Step 2: curriculum-based measurement maze passages and used with fidelity for grades 9-12, and
  - is integrated/aligned with a progress monitoring assessment.
- A progress monitoring assessment that:
  - is a curriculum-based measurement (CBM) that provides both accuracy and fluency data (e.g., DIBELS or AIMSweb) that is used with fidelity,
  - provides measures of same targeted skills as the universal screener to show the effectiveness of the intervention,
  - is able to show small increments of change, and
  - has multiple forms of the probes available (20-30 alternate forms per grade level).
- Diagnostic process and assessments that:
  - include a phonological awareness screener (i.e. Phonological Awareness Screening Test (PAST)) for the diagnostic process,,
  - include a phonics awareness screener (i.e. Quick Phonics Screener (QPS)) for the diagnostic process
  - enable analysis of student errors for the diagnostic process, and
  - include formal assessments that provide specific information about the student's skill or knowledge.

Kansas MTSS is funded by KSDE SES through IDEA VI-B Federal Funds

Instruction

- Collaborative teams that have protected time for data analysis and do instructional planning for students related to the MTSS
- Core Instruction (Tier 1) that:
  - is differentiated and delivered through evidence based instructional practices(i.e. explicit, systematic, scaffolded, with ample opportunities for practice),
  - consists of 90 minutes of uninterrupted core instruction addressing all 5 areas of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) for grades K-3, and
  - consists of common comprehension strategies as part of core instruction for grades 4-12.
- Supplemental Intervention (Tier 2) that:
  - uses research-based protocol interventions,
  - provides 30 minutes of intervention in addition to core instruction,
  - is provided in small homogeneous groups,
  - provides Targeted Skill Based Instruction for grades K-3, and
  - provides Targeted Strategy Based Instruction for grades 4-12.
- Intensive Intervention (Tier 3) that:
  - uses research-based protocol interventions,
  - provides 60 minutes of intervention in addition to core instruction,
  - provides intensive, targeted and comprehensive skill based instruction, and
  - is provided in small homogeneous groups.