Kansas Multi-Tier System of Supports

Required Practices for Implementation of MTSS Addressing Math

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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 math.

Assessment

- A Universal Screener that:
 - o can be used for screening all students 3 times a year,
 - o for grades K-8, is a curriculum-based measurement (CBM) that provides both accuracy and fluency data on the predictive skills at each grade level (e.g., AIMSweb or STEEP) that is used with fidelity used 3 times a year with all students, specifically measuring:
 - early numeracy skills for kindergarten and first grade that include measures of magnitude comparison and strategic counting, and
 - math skills for grades 2 8 that are divided into computation and concepts/application (including problem-solving) strands, and
 - o for grades 9-12, is a multi-step process conducted 2-3 times a year that uses: (Step 1) data from group assessments and at-risk factors (low attendance, failure at earlier grades, specific math courses failed, etc.) to identify students who may be at risk and (Step 2) an eighth grade CBM given to students identified in step 1 to determine need for intervention.
- A progress monitoring assessment that:
 - o is a curriculum-based measurement (CBM) that provides both accuracy and fluency data (e.g., AIMSweb or STEEP) that is integrated/aligned with the universal screening assessment and used with fidelity,
 - o provides measures of same targeted skills as the universal screener to show the effectiveness of the intervention,
 - o is able to show small increments of change, and
 - o has multiple forms of the probes available (20-30 alternate forms per grade level).

- Diagnostic processes and assessments that:
 - o enable analysis of student errors for the diagnostic process, and
 - include formal assessments that provide specific information about the student's skill or knowledge.

Instruction

- Collaborative teams have protected time for data analysis and instructional planning for students related to the MTSS.
- Core Instruction (Tier 1) that:
 - o provides sufficient core instructional time, and
 - o is differentiated and delivered through evidence based practices (i.e. explicit, systematic, scaffolded, with ample opportunities for practice, uses peer tutoring strategies).
- Supplemental Intervention (Tier 2) and Intensive Intervention (Tier 3) that:
 - o uses evidence-based protocol interventions,
 - o provides sufficient intervention in addition to core instruction,
 - o is provided in small homogeneous groups,
 - o uses a targeted skills model for intervention, and
 - o groups students based on skill needs in
 - strategic counting and magnitude comparison for Kg-1st grade, and
 - computation and concepts/application skills for 2nd grade and above.