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# MTSS Beyond the SPDG

## Kansas Multi-Tier System of Supports and Alignment

<https://ksdetasn.org/mtss>

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# Brief History of Kansas MTSS & Alignment

**2008** - Kansas MTSS Innovation Configuration Matrix  
First Annual Kansas MTSS Symposium

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**2009** - Kansas MTSS Academic Structuring and Implementation Guides -  
Reading & Math

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**2010** - Kansas MTSS Behavior Structuring and Implementation Guides  
Parent Resources *MTSS: Helping your child grow, learn and succeed*  
and *Family engagement: A critical component to building an  
empowering culture in the Kansas Multi-Tier System of Supports*

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**2011-2014** - MTSS External Evaluation by WestEd

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**2015** - Kansas MTSS & Alignment became a TASN Priority/Project  
Aligned MTSS model including reading, math, behavior,  
and social-emotional learning

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<https://ksdetasn.org/resources/1269>

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<https://ksdetasn.org/mtss>



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# Leveraging the SPDG

**2007-2012 SPDG:** Designed Professional development, family engagement, and state infrastructure for MTSS

**2012-2017 SPDG:** Expanded tertiary behavior supports, co-teaching, and early career mentoring

**2017-2022 SPDG:** Expanded mental health and trauma-responsive practices



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# Kansas MTSS Alignment

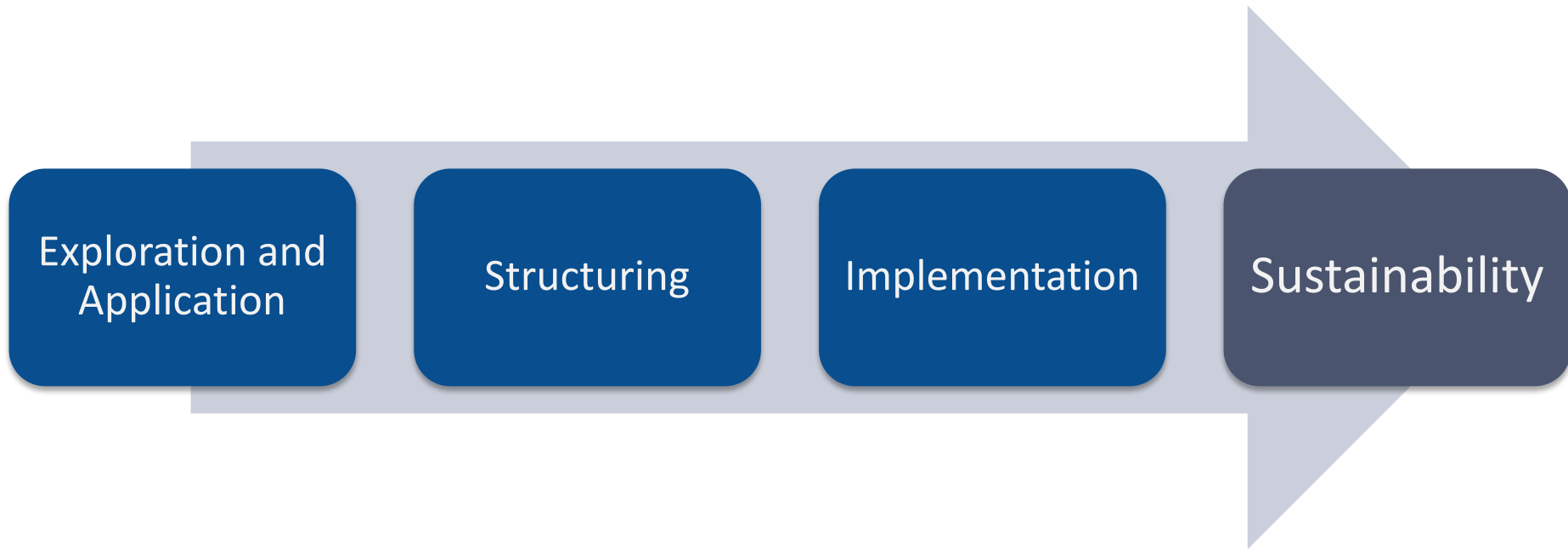


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# Implementation Stages and Phases



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# Making Connections

Kansas Department of  
Education Vision

Tiered System of  
Supports

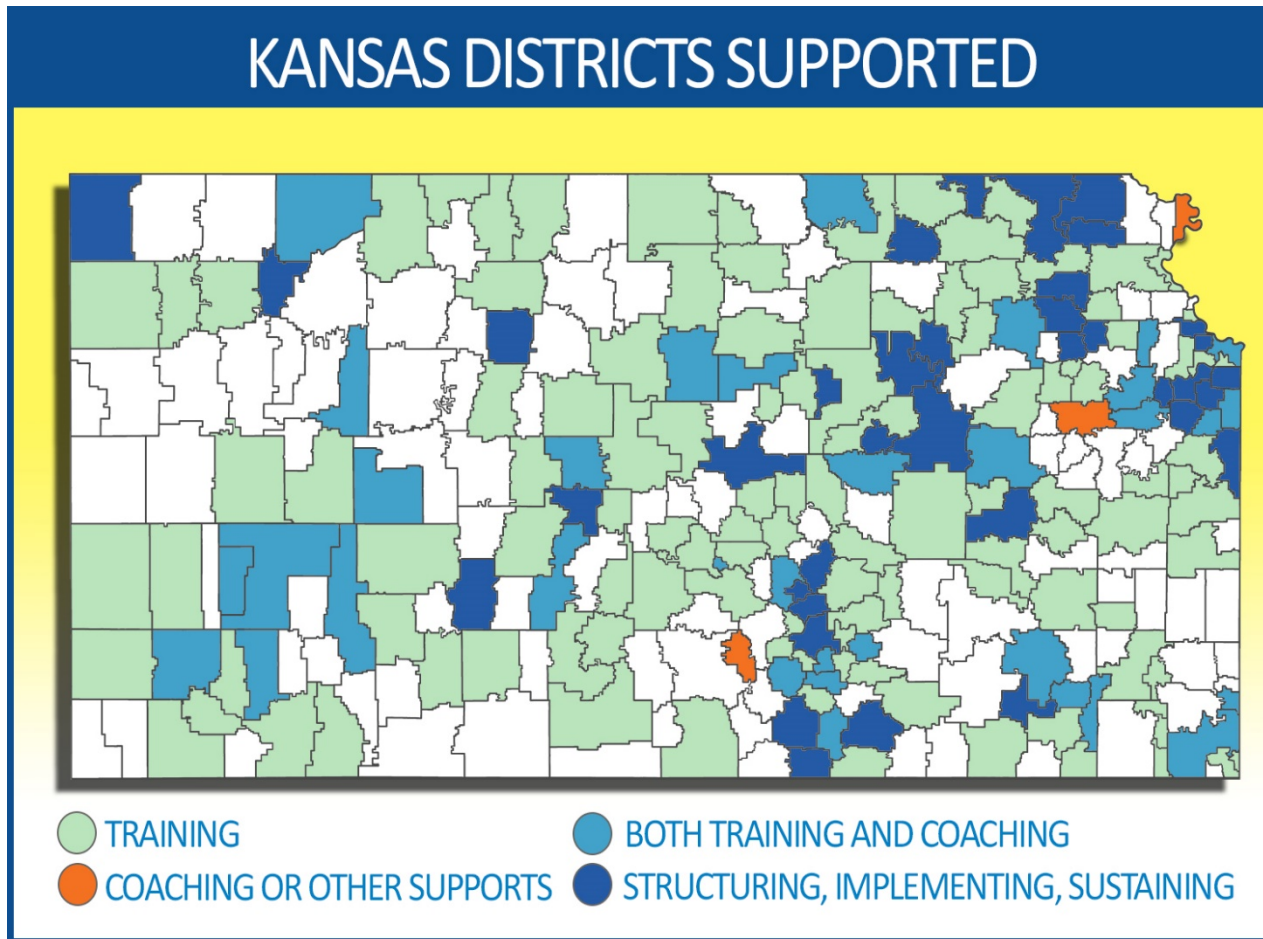


Kansas  
MTSS

KESA  
(Kansas Education  
Systems  
Accreditation)

Kansas  
Standards

# 2017-2018 TASN MTSS & Alignment



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# Kansas ESEA Consolidated Plan

The KSDE provides support to districts through Kansas Multi-Tier System of Supports (MTSS) and Alignment training, **a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision making**. Through Kansas MTSS and Alignment, the Kansas IDEA State Performance Plan, State Systemic Improvement Plan, Indicator 17 coherent improvement strategy results in a realigned, reallocated, collaborative professional learning infrastructure, which increases the capacity of districts to implement evidence-based instruction and interventions for each student (2017, p. 58).

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<https://ksdetasn.org/mtss>





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# State Systemic Improvement Plan (Indicator 17)

**Coherent Improvement Strategy 2.0:** Implementation of evidence-based practices through designing, implementing, and evaluating an integrated school improvement-planning framework built upon the existing Kansas Multi-Tier System of Supports (Kansas MTSS) and Alignment. These changes increased district capacity to provide effective reading instruction for students with disabilities.



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# State-Identified Measurable Result (SIMR)

*Percentage of students with disabilities in grades K-5 score at grade level in reading as measured by Curriculum-Based Measure General Outcome Measure (CBM-GOM).*

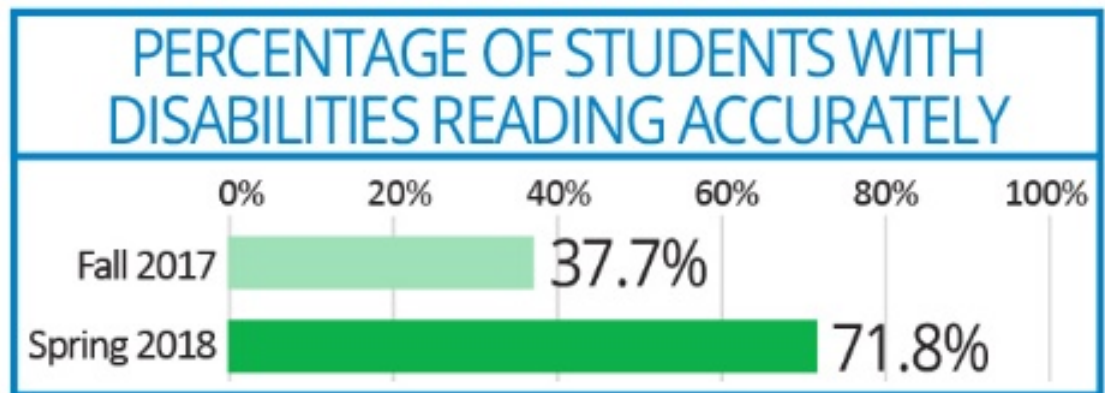
FFY	2014	2015	2016	2017
Percent at Grade Level	24.41%	26.37%	27.52%	31.11%



# State-Identified Measurable Result (SIMR) – Deeper Dive

*In the 2016-17 School Year, kindergarten through 5<sup>th</sup> grade data from Kansas MTSS schools in the SIMR cohort showed a 22% increase in the number of students with disabilities who were at least 95% accurate in reading.*

*In the 2017-18 School Year, the data showed a 34% increase.*



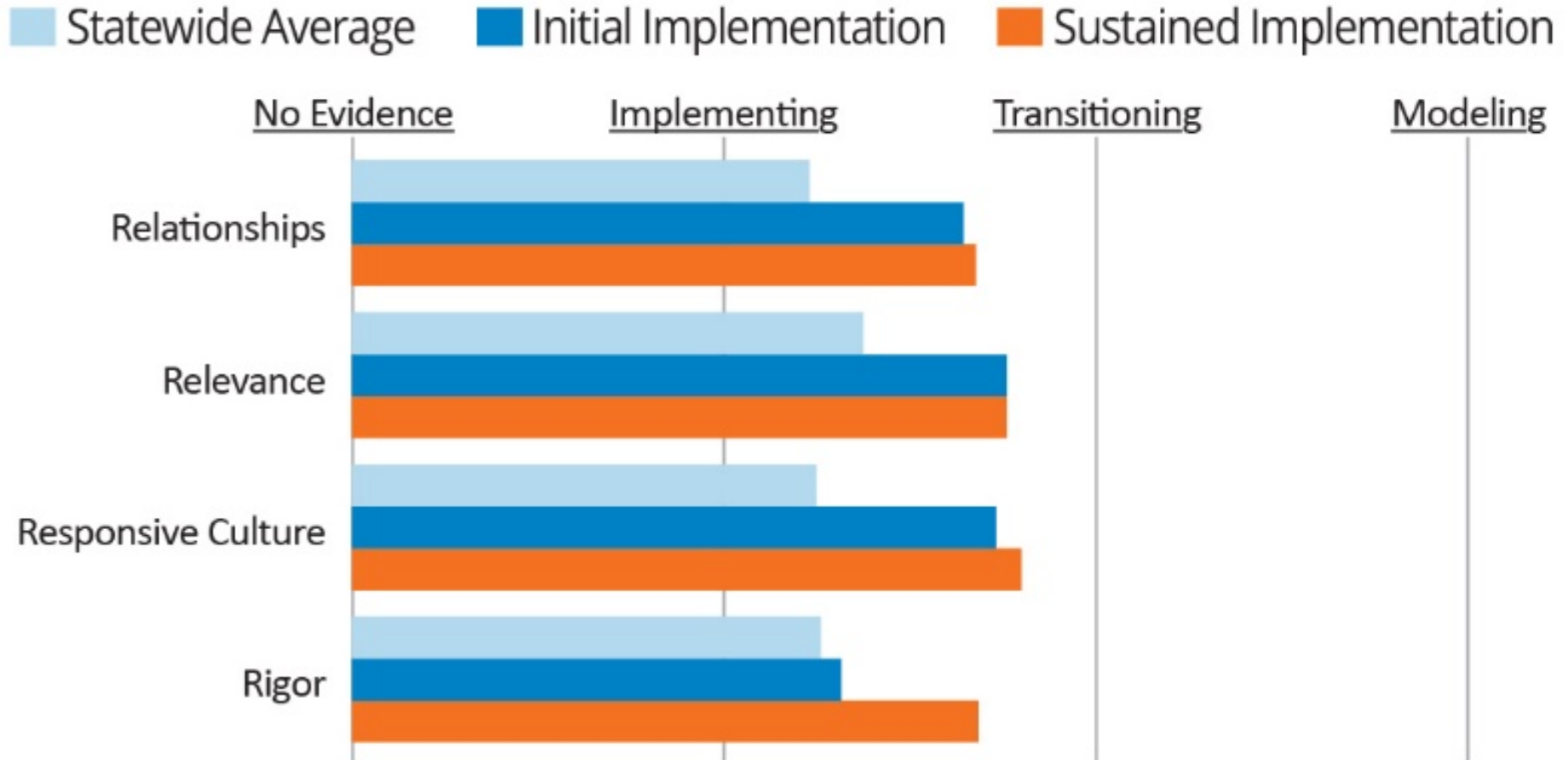
<https://ksdetasn.org/evaluation/tasn-provider-evaluation-briefs>

<https://ksdetasn.org/mtss>



# Kansas Education Systems Accreditation

## KANSAS MTSS AND ALIGNMENT DISTRICT KESA RATINGS



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# Discussion

How is your SPDG leveraged to develop sustainable structures for MTSS?

- Is it trying to be the system or support the system?

How are you analyzing the impact of MTSS for students with disabilities?

