



Leading for Learning: RTI

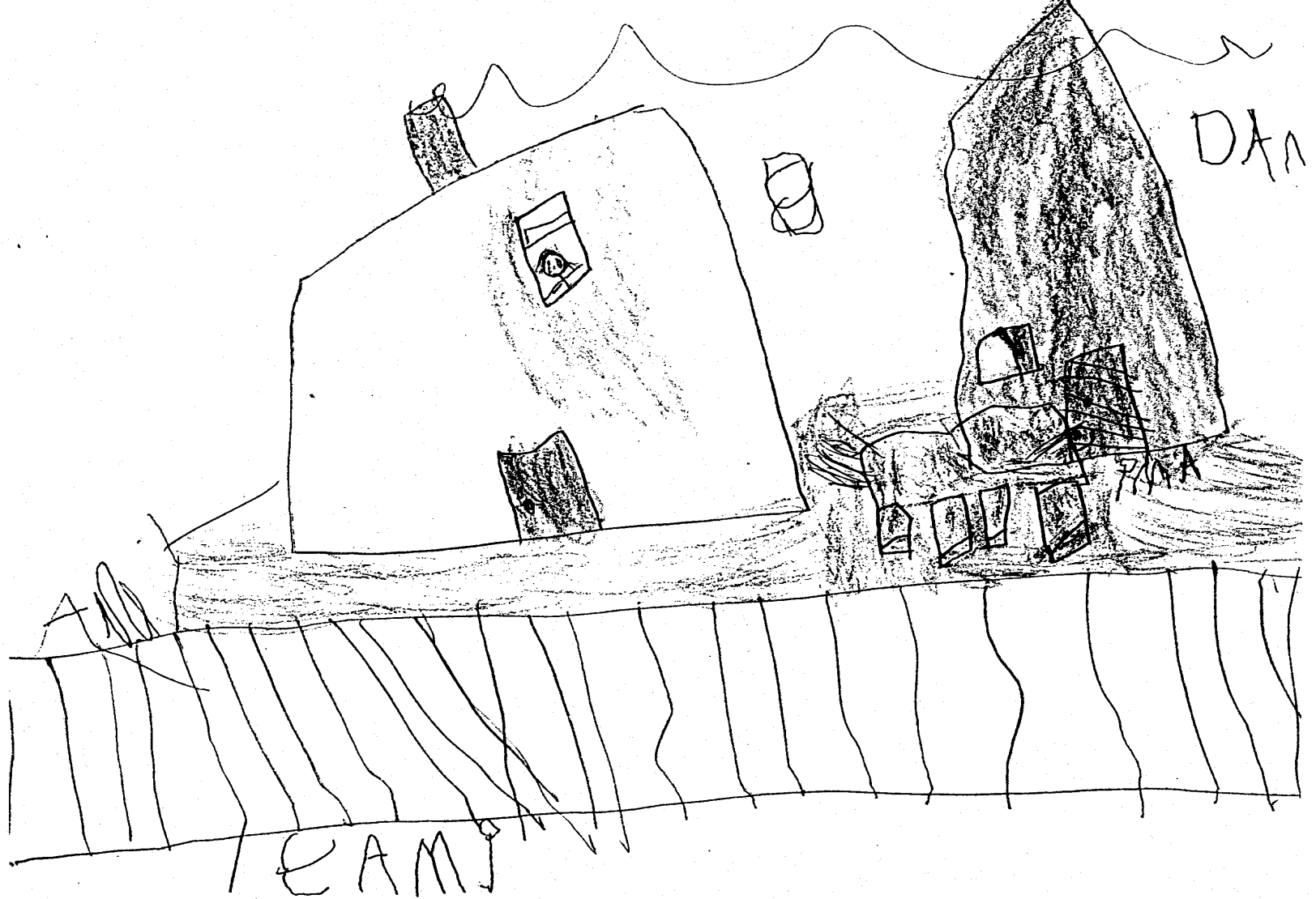
Dr. Alexa Posny



**“There are really only three types of
people:**

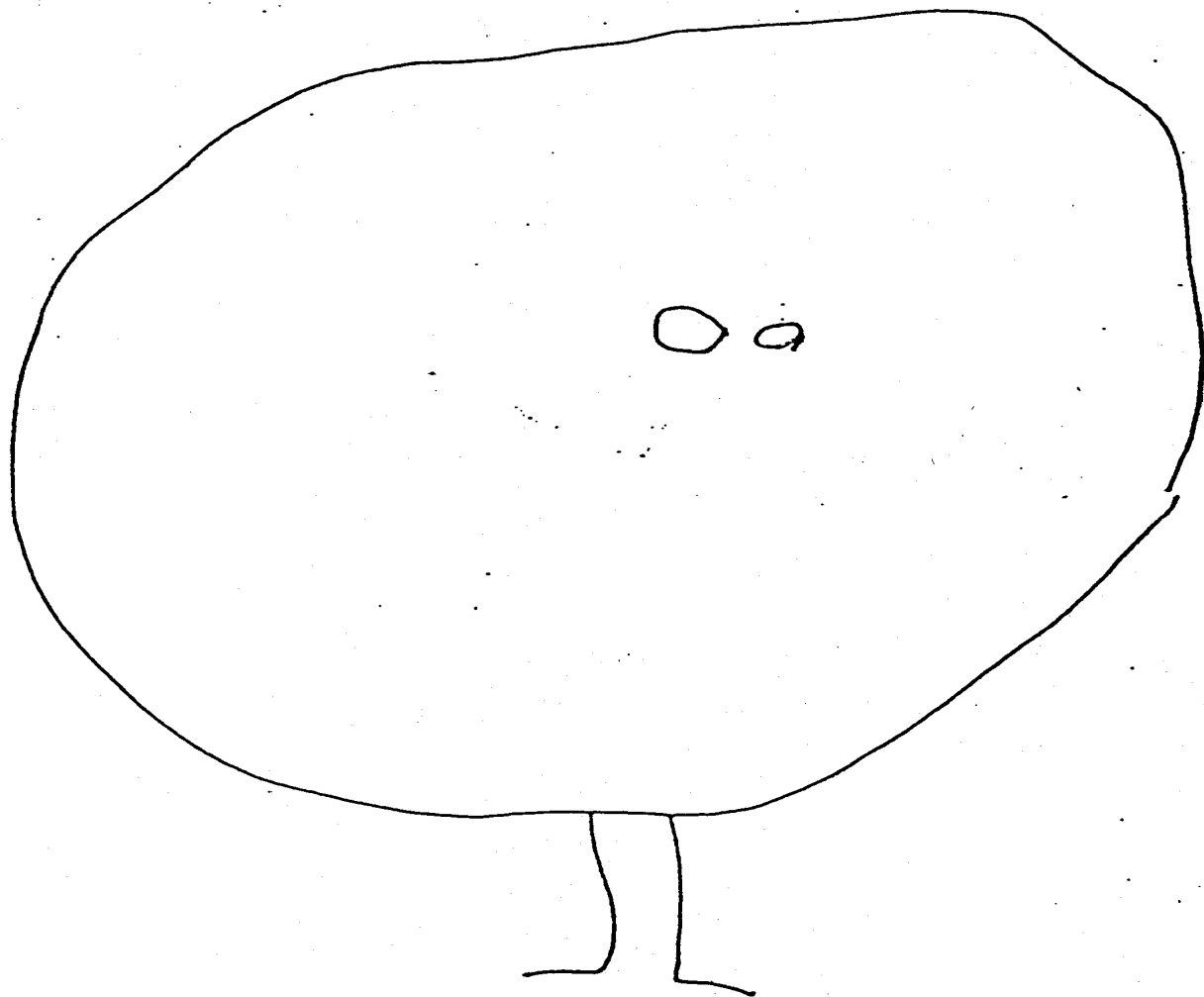
**Those who make things happen;
Those who watch things happen; and
Those who ask, ‘What happened?’”**

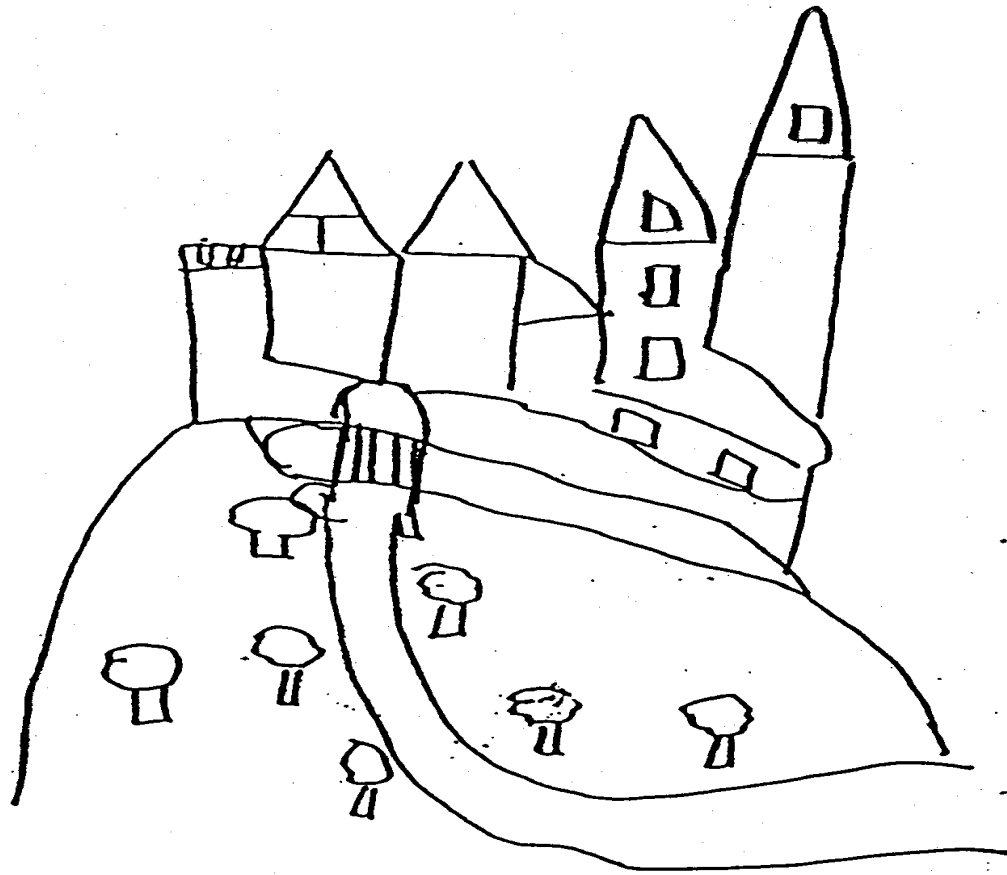
Ann Landers



AND

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Wans a pond tyn ther
was a prensas wdn bay
she got last ni the wods

Andrew

Dear Dad and Mom
I'am learning about conpond
sentenses,and I have \$
4.65,and I realy like you
gies a lot. Dad I hope you
will beavohll to come home
soon . Mom I hope
teaball will start son, and I
love you.

Alek



What We Know...

“There is a greater tragedy than being labeled as a slow learner--and that is being treated as one.”



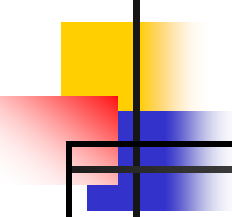
What We Know...



**“Children are
eager and
capable
learners...”**

Research

(Hart & Risley, 1995)



	Words Heard per hour	Affirmatives per hour	Prohibitions per hour
Professional family child	2153	32	5

Research

(Hart & Risley, 1995)

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Working class child	1251	12	7

Research

(Hart & Risley, 1995)

	Words Heard per hour	Affirmatives per hour	Prohibitions per hour
Professional family child	2153	32	5
Working class child	1251	12	7
Child living in poverty	616	5	11



Why...

“Early learning begets later learning and early success breeds later success...The later in life we attempt to repair early deficits, the costlier remediation becomes...”

*James Heckman, Nobel Prize-Winner, Economics,
2000*



What We Know...

“A longitudinal study of 407 students found that 74% of the children whose difficulty in reading was first identified at nine years of age or older continued to read in the lowest quintile throughout their middle and high school years.”



Shift in Thinking

	From....	To.....
Student	Which students need help?	What help does each student need?
System	Categorical programs and people available	Intentional design based on services and resources needed

(rev. Dan Reschly, 2004)

What We Need...

Leadership Compass, Fall 2006, National Association of Elementary School Principals

- **All students achieving to high standards**
 - by being provided sufficient time and support
- **All low performing students**
 - being provided focused instruction
- **All teachers teaching students to high standards**
 - by being given the right conditions and assistance
- **All teachers intervening in the learning process**
 - when there is an indication of a failure to learn
- **All teachers focusing early intervention resources**
 - on the early years of schooling
- **All good first instruction being provided by the classroom teacher**



KS uses a...

Multi-Tier System of Supports (MTSS)

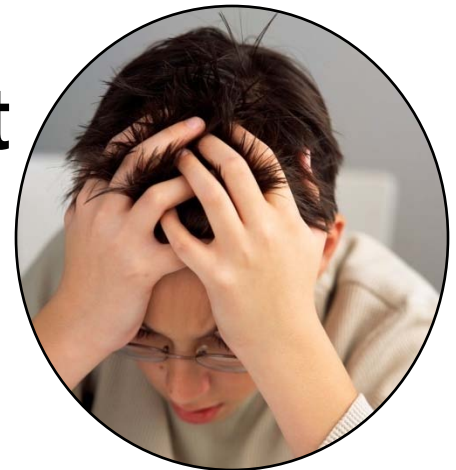


What MTSS is...

- **An integrated system that ensures high quality instruction**
- **An increasing intensity of interventions**
- **Universal screening of academics and behavior**
- **Continuous progress monitoring**
- **Fidelity of implementation**
- **Referral for a comprehensive evaluation made only when appropriate**

What MTSS is NOT...

- **Special education; it is EDUCATION!**
- **A prepackaged program**
- **A quick fix – this will take time and committed leadership in each school to implement with fidelity**





MTSS: From Concept Development to Implementation

2005-06:

- 5 Districts / 7 schools (elementary)

2006-2007

- 9 districts / 23 schools (elementary)

2007-08

- 20 districts / 30 schools (elementary)
- 5 districts / 12 schools (secondary)

2008-09

- MTSS Summit



How Has it Worked?

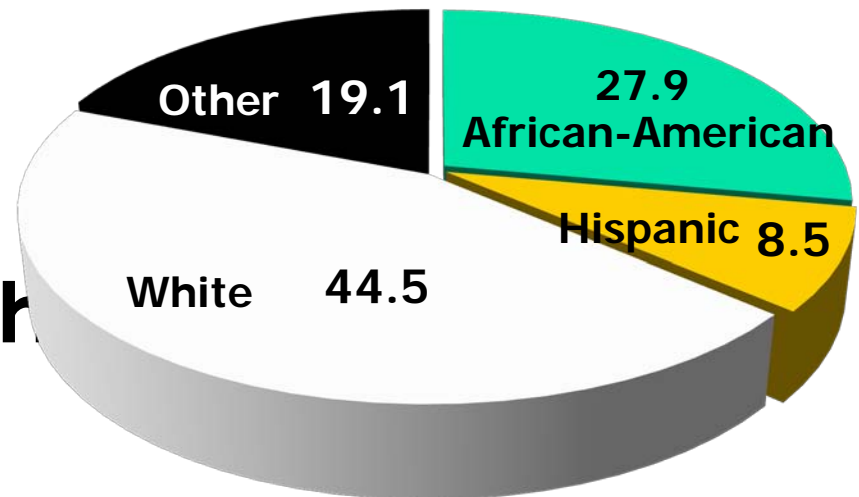
Gloversville, NY:

- **In 2003, Gloversville Elementary School referred 63 students for a special education evaluation; 53 students were found eligible**
- **In 2006, 3 years after implementing MTSS, 11 students were referred; 10 students were found eligible**

How Has it Worked?

Junction City, KS:

- 10th largest Kansas district
- Military connected students = 44%
- Free/reduced lunch students = 38.9%
- ELL = 3%
- SPED = 13.3%
- Ethnic demography





How Has it Worked?

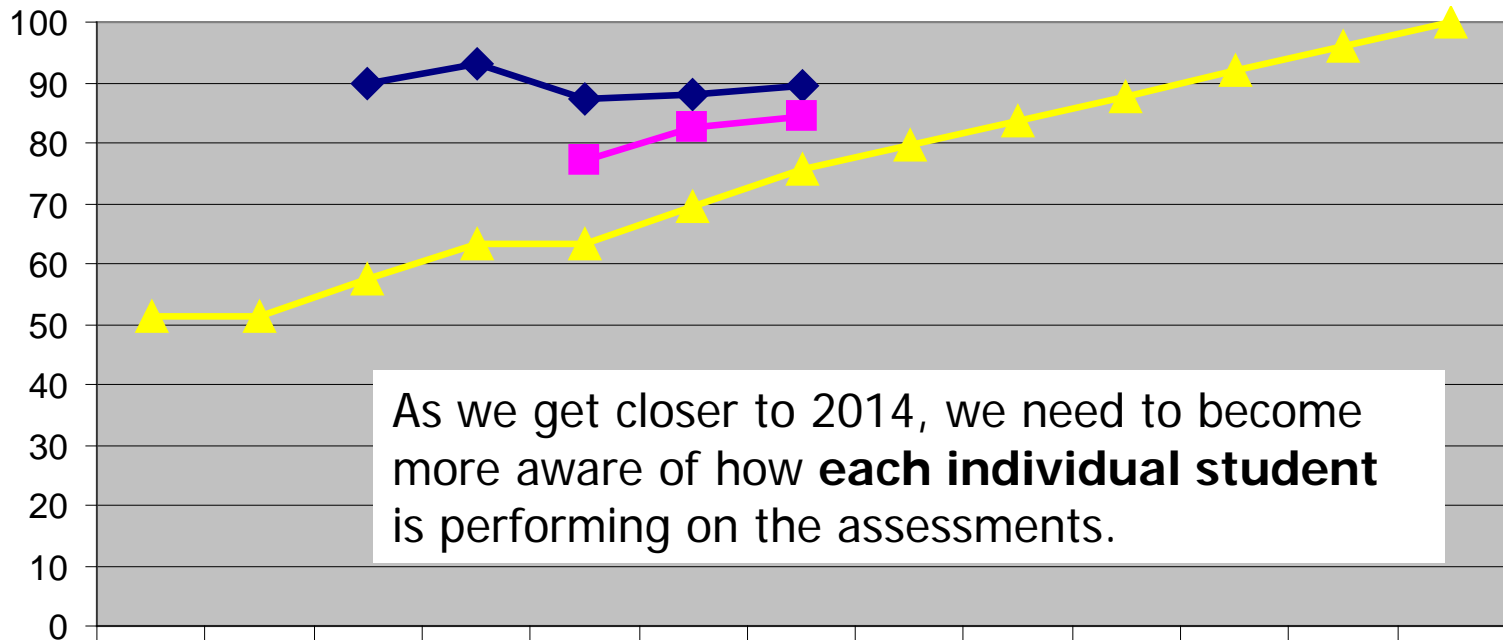
Hillsboro Elementary and Middle, KS:

- **Median size Kansas district**
- **28% free/reduced lunch students**
- **13% SPED**
- **Median income below state average**

How Has it Worked?

HMS Building Performance on KS Reading Assessment
 (8th Grade Only Prior to 2005, 6th - 8th Grade since 2006)

Percent At or Above Meeting Standard

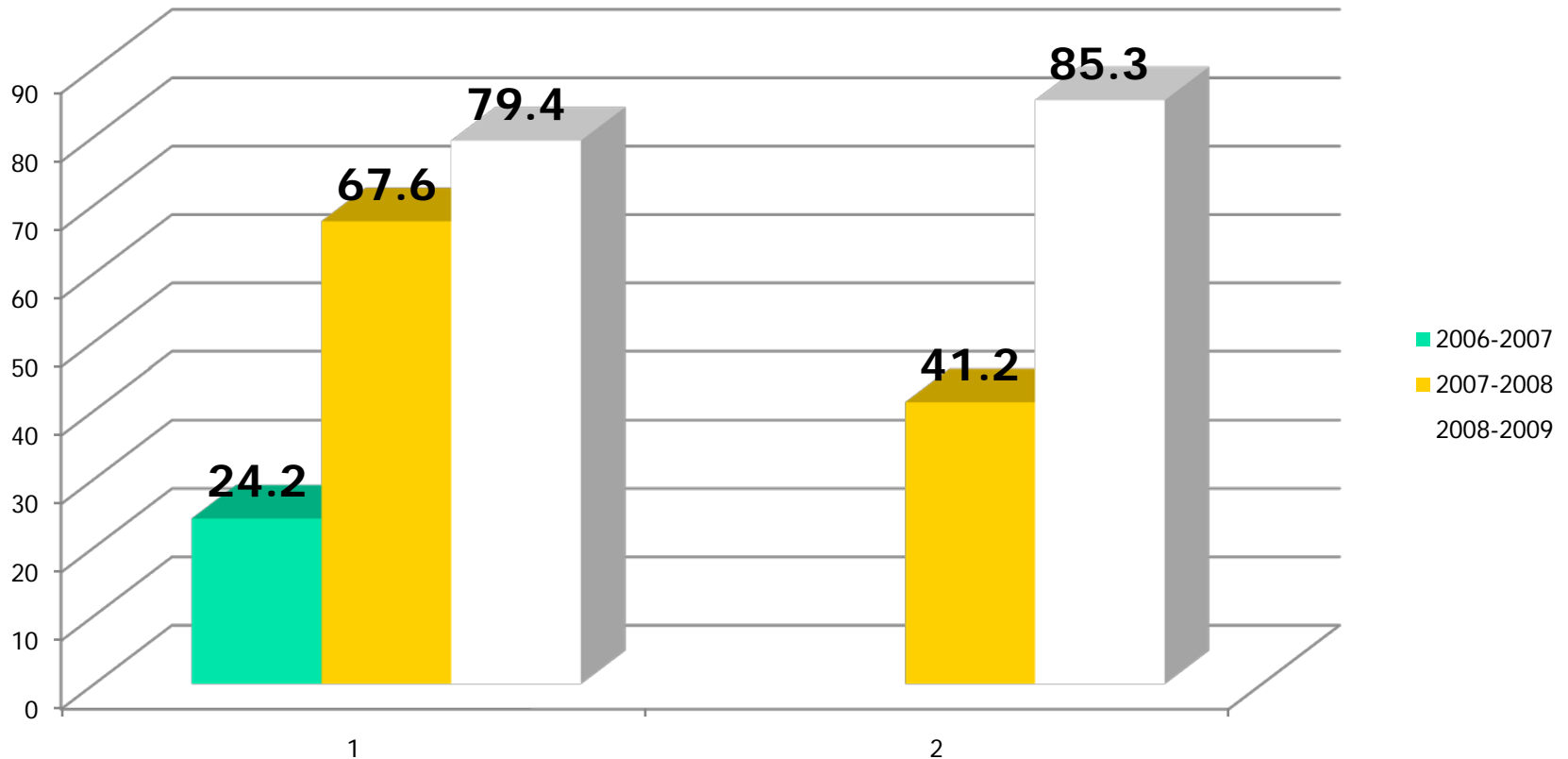


As we get closer to 2014, we need to become more aware of how **each individual student** is performing on the assessments.

◆ HMS			90	93	87.2	87.9	89.4						
■ Kansas					77.1	82.4	84.3						
▲ KS Cut Line	51.2	51.2	57.3	63.4	63.4	69.5	75.6	79.7	83.7	87.8	91.9	95.9	100

How Has it Worked?

% of Students on Benchmark Over Time





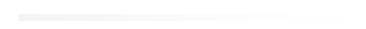
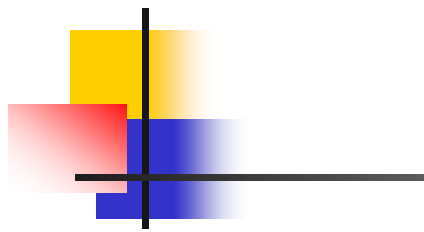
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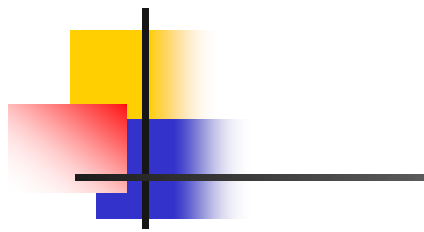
Hillsboro, KS:

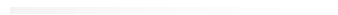
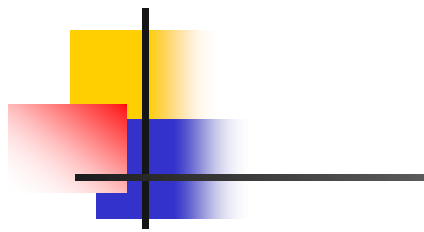
- In 2003, Hillsboro found 28 students to be eligible for special education services
- In 2008, Hillsboro found 1 student to be eligible for special education services



**So what conditions
must exist for MTSS to
be successful?**







Kansas: Multi-Tier System of Supports



Kansas Multi-Tier System of Support (MTSS)

Behavior

- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design

- Supplemental targeted function-based interventions
- Small groups or individual support
- Frequent progress monitoring to guide intervention design

- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making

Academics

- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making

Few

Some

All



Simplified MTSS Procedure: Four Parts

- 1. All children in a class, school, or district are tested once in the fall to identify those students at risk for long-term difficulties**
- 2. The responsiveness of at-risk students to general education instruction (sometimes referred to as Tier 1) is monitored to determine those whose needs are not being met and therefore require a more intensive intervention (Tier 2: Small Group)**



Simplified MTSS Procedure:

Four Parts (cont)

- 3. For at-risk students, a research-validated Tier 2 intervention is implemented; student progress is monitored throughout; and students are re-tested after the intervention**
- 4. Those students who do not respond to validated intervention are identified for multi-disciplinary team evaluation for possible disability determination and special education placement**

MTSS Promises All Students That...



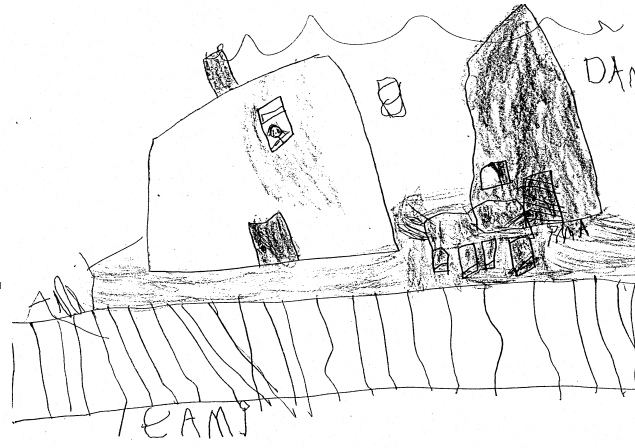
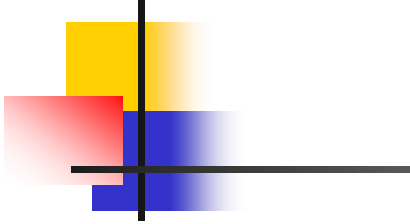
- You will acquire the same essential knowledge and skills as the other students
- Your learning will be carefully monitored, and you will be given multiple opportunities to demonstrate your learning
- You will promptly receive extra time and support if you experience difficulty in learning
- Your teachers will clarify the standards they will use in assessing the quality of your work
- You will be the beneficiaries of educators who have promised to work together collaboratively to use the practices that have a positive impact on your achievement



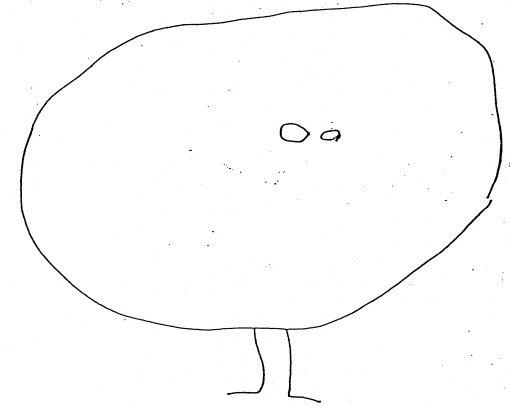
In Order to Ensure That...

We have helped:

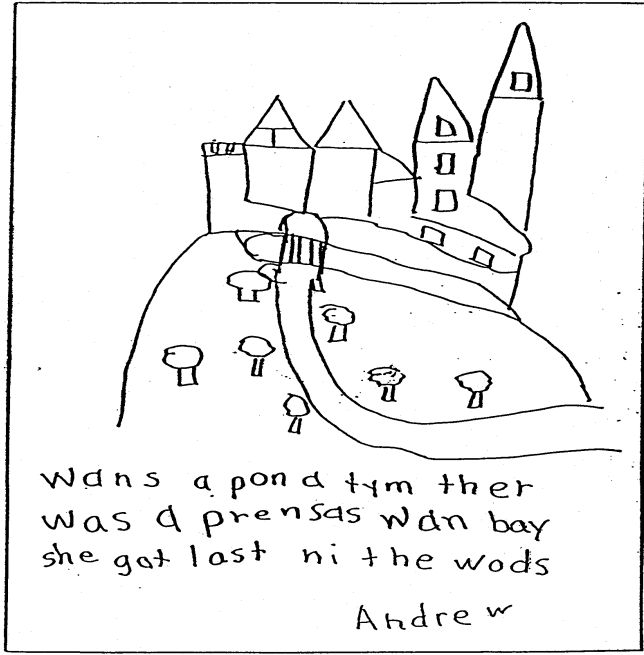
- every 20th child who drops out**
- every 10th child who has multiple risk factors**
- every 8th child who is mentally or physically challenged**
- every 7th child who is Hispanic**
- every 6th child who is black**
- every 5th child who is poor**
- every child**



o v u e - o n t r e d u n u
 200 v u e - a t o s . o . e d



AM D



Wdhs a pond ttm ther
 was d prensas wdn bay
 she got last ni the wods

Andrew

Dear Dad and Mom
 I'm learning about conpond
 sentenses, and I have \$
 4.65, and I realy like you
 gies a lot. Dad I hope you
 will beavohll to come home
 soon . Mom I hope
 teaball will start son, and I
 love you.

Alek