



# **Leading for Learning: RTI**

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**Dr. Alexa Posny**

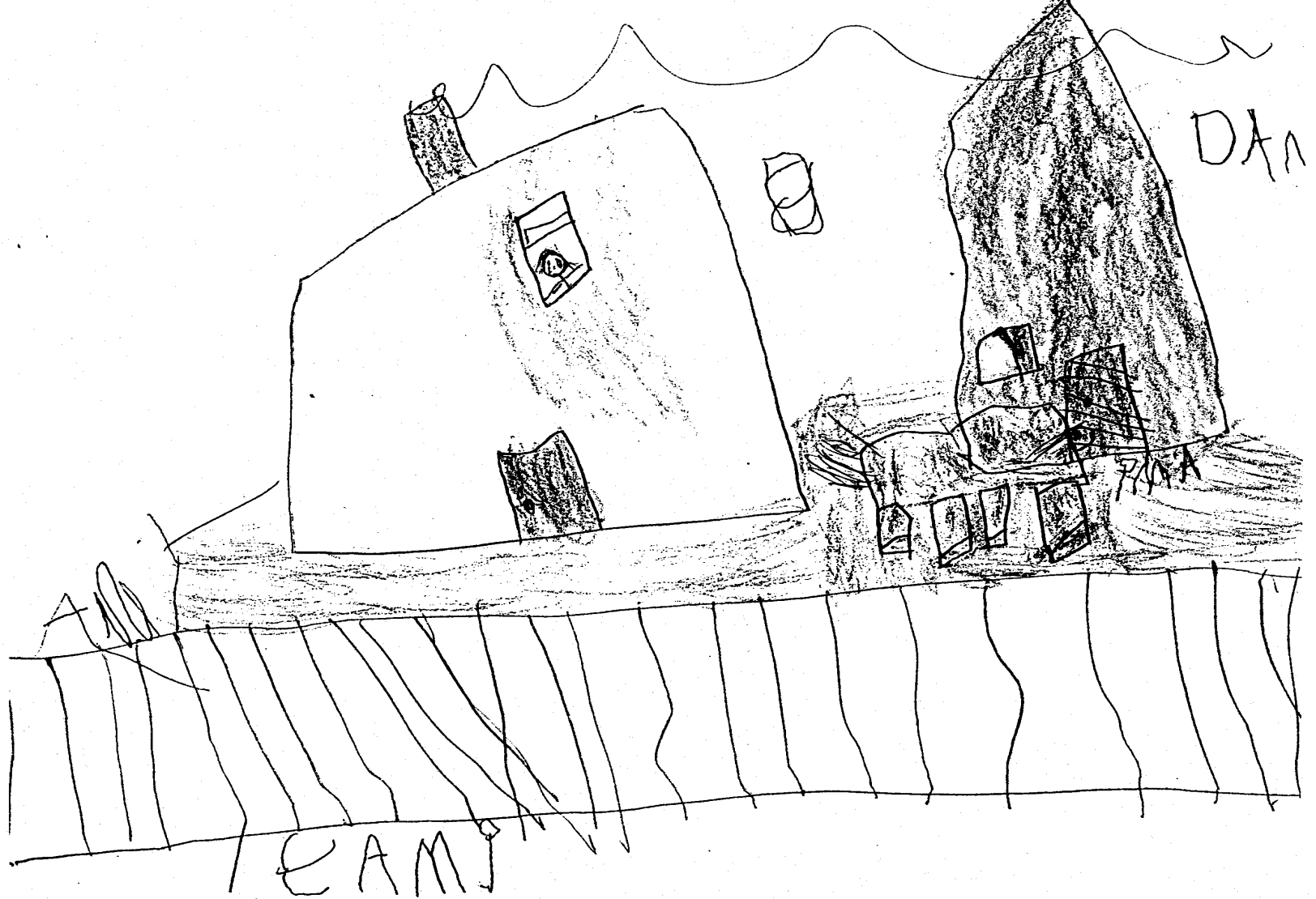


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**“There are really only three types of  
people:**

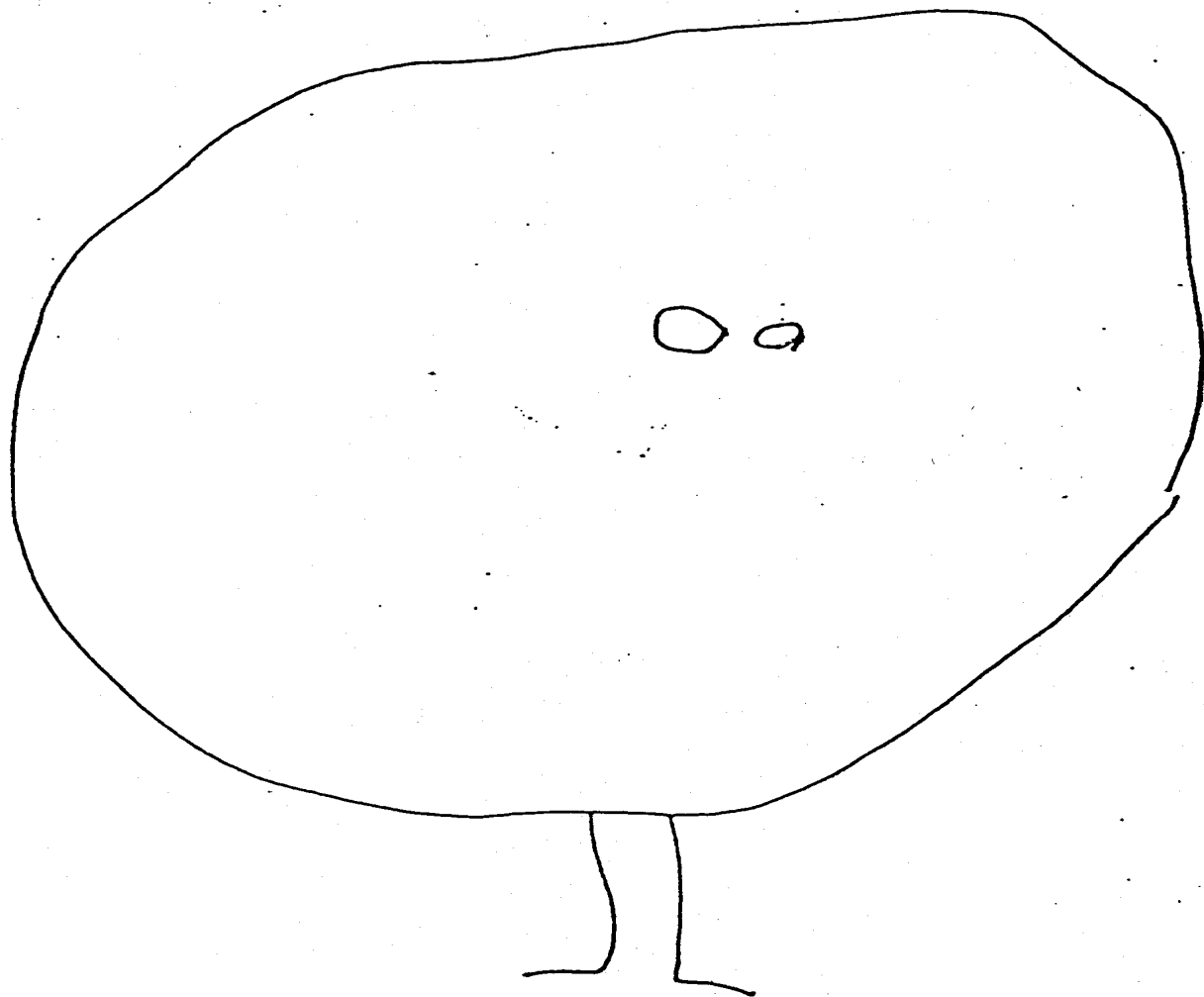
**Those who make things happen;  
Those who watch things happen; and  
Those who ask, ‘What happened?’”**

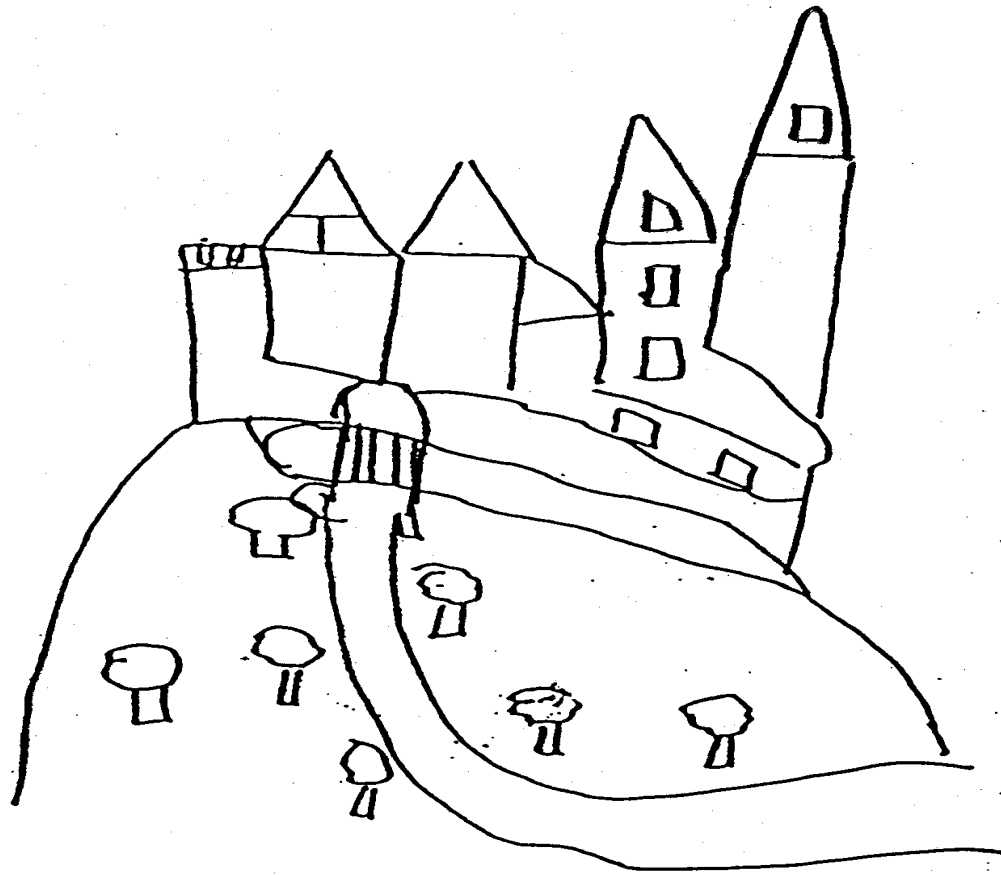
*Ann Landers*



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...

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

# What We Know...

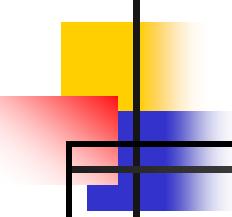


**“Children are  
eager and  
capable  
learners...”**



# Research

*(Hart & Risley, 1995)*



	<b>Words Heard per hour</b>	<b>Affirmatives per hour</b>	<b>Prohibitions per hour</b>
<b>Professional family child</b>	<b>2153</b>	<b>32</b>	<b>5</b>

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<b>Working class child</b>	<b>1251</b>	<b>12</b>	<b>7</b>
<b>Child living in poverty</b>	<b>616</b>	<b>5</b>	<b>11</b>



# Why...

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**“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...

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**“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

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

(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...**

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# **Multi-Tier System of Supports (MTSS)**





# What MTSS is...

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- **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...

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- **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

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## **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?

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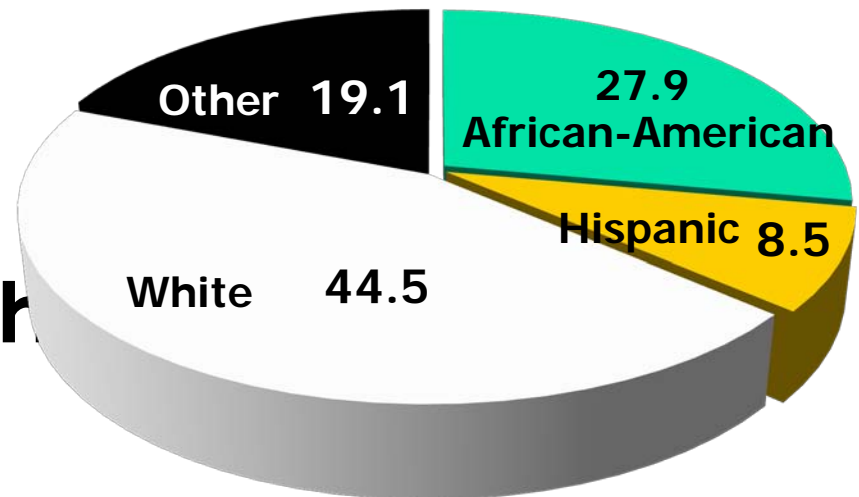
## **Gloversville, NY:**

- **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:

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









# How Has it Worked?

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## **Hillsboro Elementary and Middle, KS:**

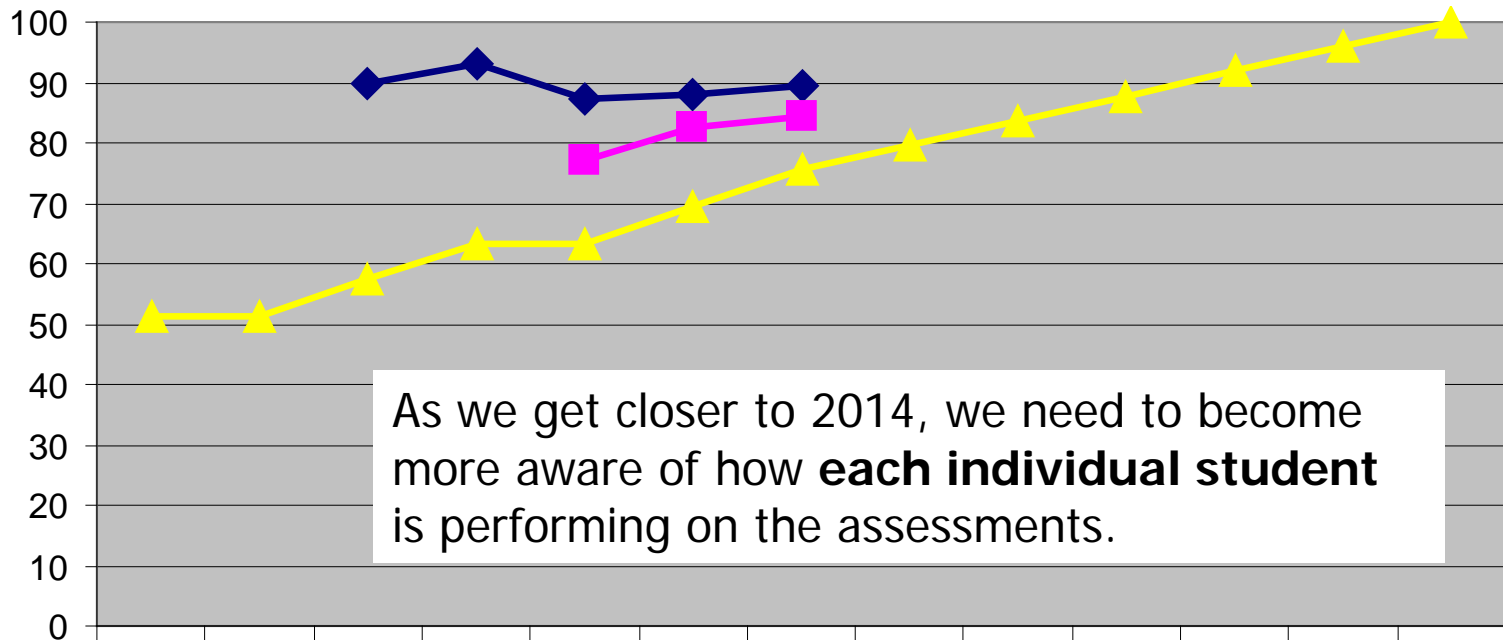
- **Median size Kansas district**
- **28% free/reduced lunch students**
- **13% SPED**
- **Median income below state average**



# 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

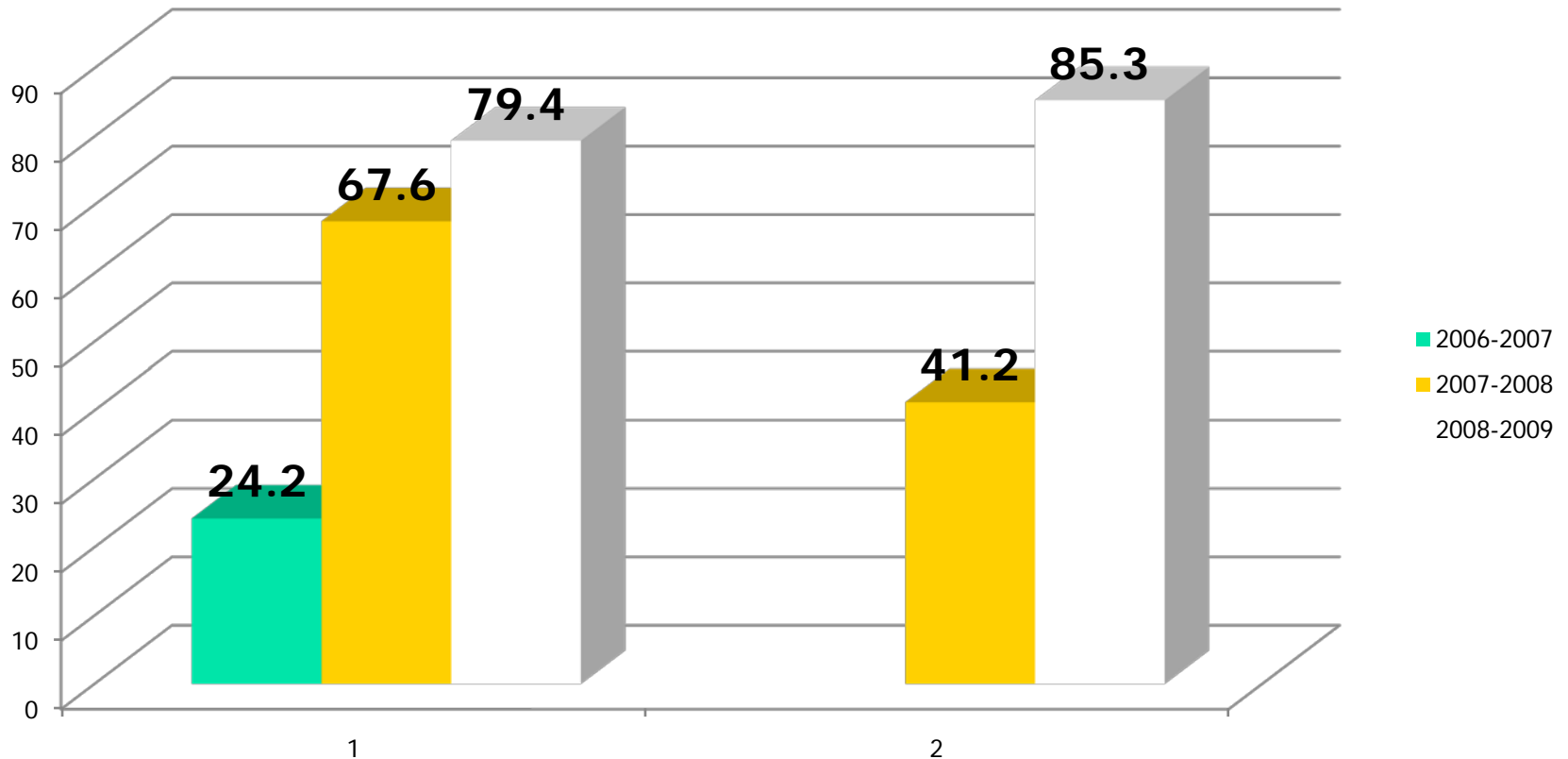


As we get closer to 2014, we need to become more aware of how **each individual student** is performing on the assessments.

◆ 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





# How Has it Worked?

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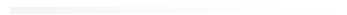
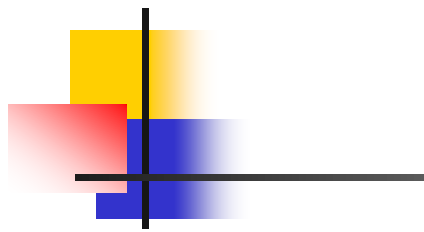
## **Hillsboro, KS:**

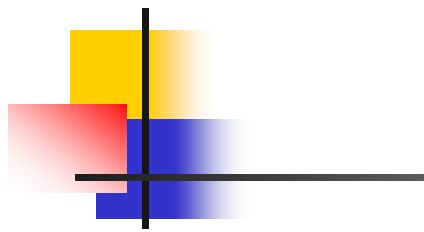
- **In 2003, Hillsboro found 28 students to be eligible for special education services**
- **In 2008, Hillsboro found 1 student to be eligible for special education services**

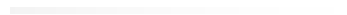
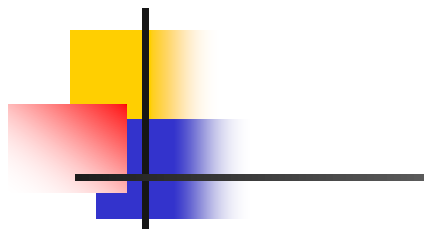


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**So what conditions  
must exist for MTSS to  
be successful?**







# 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**

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- 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)

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- 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...



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- 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

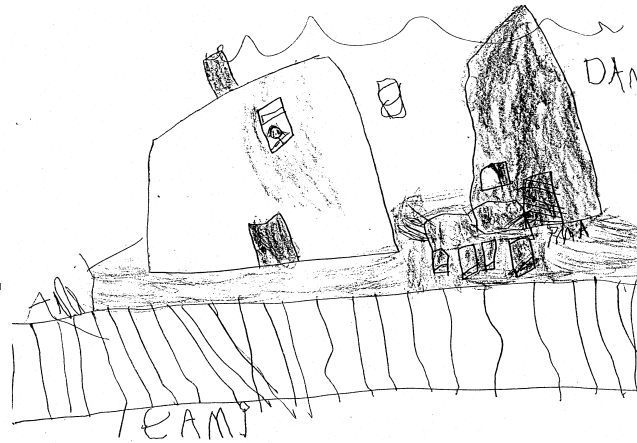
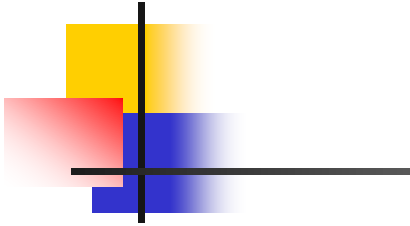


# In Order to Ensure That...

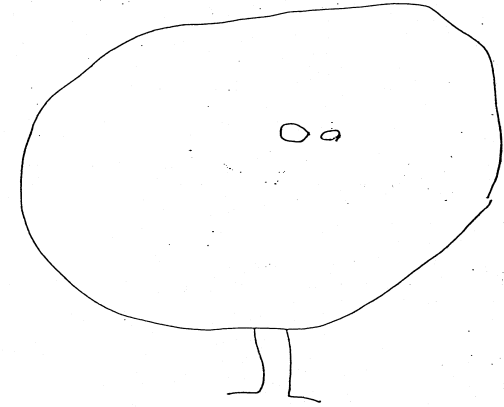
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**We have helped:**

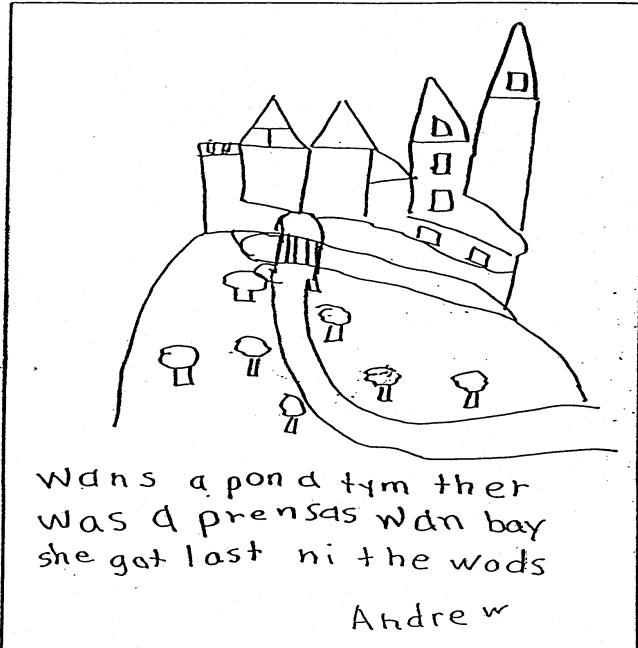
- every 20<sup>th</sup> child who drops out**
- every 10<sup>th</sup> child who has multiple risk factors**
- every 8th child who is mentally or physically challenged**
- every 7th child who is Hispanic**
- every 6th child who is black**
- every 5th child who is poor**
- every child**



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 2 0 0 2 u l a - 0 1 5 0 0 2



AM D



Wdms a pond ttm ther  
 was d prensas wd n 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