



All Systems Go!

MTSS:

The Wichita Model for Systemic Reform



KSDE Annual Conference
November 7, 2012
Wichita, Kansas

Presenting Team:



- **Neil Guthrie, Student Services**
- **Lisa Lutz, Innovation & Evaluation**
- **Denise Seguine, Chief Academic Officer**
- **Susanne Smith, Learning Services**



**Are we a
“school system”
or are we a
“system of schools”?**

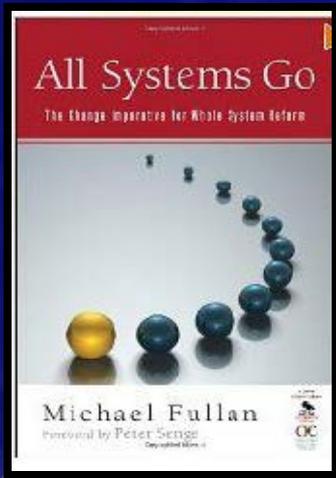
Impact



We ALL teach graduates.



Sustainability



Michael Fullan

Unless you align

- **school,**
- **district,**
- **state, and**
- **national agendas,**

**innovation within schools
cannot be sustained.**

The Strategic Plan

MTSS is the WORK!



- Vision
- Strategic Plan
- Support and Direction from the District

Shared Beliefs

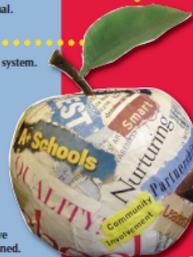
- Successful public education is a community partnership.
- Public education is essential for the improvement of society and democracy.
- Everyone has worth and dignity and is treated with respect.
- We profit from diversity.
- Everyone can and will learn.
- It is worth the effort to ensure everyone learns.
- High expectations are essential for success.
- Families provide an essential foundation for learning.
- All families want their children to be successful.
- Learning is a life-long process.
- Everyone is entitled to a safe, supportive and nurturing learning environment.
- Every student is entitled to equitable opportunities, resources and services.
- Belonging is a key to student success.
- Change is inevitable and necessary; our response is intentional.

Objectives

- The graduation rate will be 100% using an aligned Pre-K-12 system.
- The 21st century skills and knowledge of all students will continually increase as measured by multiple assessments.
- The academic skill and knowledge gap among the student populations will be continually reduced until eliminated as measured by multiple assessments.
- The social skill and knowledge gap among the student populations will be continually reduced as measured by multiple assessments.
- A coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community will be fostered and sustained.

The Work of WPS

The work of Wichita Public Schools is to empower all students with the 21st century skills and knowledge necessary for success by providing a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community.



209

Collaborative Partners



- **Anita Archer:** Explicit Instruction
- **James Baker:** Academic Structuring and Implementation
- **George Batsche:** Leadership and RtI
- **Stevan Kukic:** Strategic Reform
- **Robert Pipik:** Performance Management
- **Randy Sprick:** Positive Behavior Supports

Multi-Tier System of Supports IS the System Framework in Wichita Public Schools





District-Level Non-Negotiables



The culture of collaboration is embraced, expected, and supported at the school and district level as operationalized by the MTSS innovation configuration matrix.

District level standard protocols, in the areas of academic and behavior assessment, curriculum, intervention, instruction, and operations are established, implemented and supported with fidelity.

The focus of Professional Development is expecting and supporting fidelity of implementation.

Results-driven leadership is expected and supported.



Translating Mission to Motion

Decision



Recommendation



- Superintendent
- Asst. Superintendents
- Executive Directors
- Chief Academic Officer
- Learning Services
- Student Support Services
- Innovation & Evaluation



• Assessment



• Literacy



• Behavior



• Math



• Instruction



• Leadership



• Professional Development

P
R
O
P
O
S
A
L

System Considerations



- **Comprehensive Assessment System**
- **Professional Development Plan**
- **Positive Behavior Supports**
- **Structuring for Academic Literacy**
- **System of Data-Driven Decision Making**
- **Problem-Solving Model**

Comprehensive Assessment System:

What is different?

Assessment Type	Use of Assessment	Purpose of Assessment	MTSS	Selected Assessment	Eliminated Assessments
Universal Screening (Formative)	To identify students who need more intense assessment to determine the potential for intervention	"First Alert"	ALL	<ul style="list-style-type: none">• AIMSweb• Dial 3• Get it, Got it, Go	<ul style="list-style-type: none">• DIBELS• Jerry Johns
Progress Monitoring (Formative)	To determine student progress and to plan differentiated instruction	"Growth Charts"	SOME & FEW (Tier2/3)	<ul style="list-style-type: none">• AIMSweb	<ul style="list-style-type: none">• DIBELS
Diagnostic (Formative)	To plan instruction, including intensive intervention strategies	"In-depth View"	FEW (Tier2/3)	<ul style="list-style-type: none">• AIMSweb• PAST• Quick Phonics• Error Analysis• Navigator Screener	<ul style="list-style-type: none">• NWEA-MAP
Outcome (Summative)	To evaluate student performance after instruction is completed	"Reaching Our Goals"	ALL	<ul style="list-style-type: none">• Kansas State Assessment• ACT, PLAN, EXPLORE	<ul style="list-style-type: none">• Gates• McGinitie

Assessments	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	August 22 – September 2 (K @ staggered attendance)	November 28 - December 16	April 23 – May 4
Universal Screener: Used to measure general outcomes of basic skills at the foundational level. HS uses 8 th grade materials to identify appropriate instructional level.																	
Get it, Got it, Go	•														X	X	X
Read Well Entry Placement		•													Sept 12-16	N/A	N/A
Early Literacy: AIMSweb		•	•												X	X	X
Fluency: AIMSweb R-CBM			•	•	•	•	•	•							X	X	X
Comprehension: AIMSweb Maze				•	•	•	•	•	•	•	•	•	•	•	X	X	X
Early Numeracy: AIMSweb		•	•												X	X	X
Computation: AIMSweb M-COMP			•	•	•	•	•	•	•	•	•	•	•	•	X	X	X
Concepts/Application: AIMSweb M-CAP				•	•	•	•	•	•	•	•	•	•	•	6 - 12	X	X
• HS students considered at-risk of underperforming																	
Progress Monitoring: Used to monitor the progress of students identified as at-risk or below target by setting goals and assessing at the goal level to demonstrate improvement.																	
See Assessment Protocols	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	See Assessment Protocols		
Read Well Units & TEL AIMSweb		•													Individual students as needed		
Early Literacy: AIMSweb			•												Individual students as needed		
Fluency: AIMSweb R-CBM			•	•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Comprehension: AIMSweb MAZE				•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Early Numeracy: AIMSweb		•	•												Individual students as needed		
Computation: AIMSweb M-CAP & M-COMP			•	•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Diagnostics: Used to determine cause and affect relationships in students' misconceptions of specific skills and concepts.																	
Literacy: PAST		•	•	•	•										Individual students as needed		
Literacy: Quick Phonics/ Decoding Surveys			•	•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Skills/Strategies Identification: Lexia	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Individual students as needed		
Fluency: AIMSweb R-CBM									•	•	•	•	•	•	Individual students as needed		
Math: Error Analysis	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Ongoing with constructive feedback		

Outcome Assessments: Evaluate student performance after instruction is completed.																	
Writing using appropriate rubrics	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	1 st Semester	2 nd Semester	
Writing Performance: <i>(See curriculum guides for writing information by grade level)</i>																	
Reading/ELA, Soc. St., Science		•	•	•	•	•	•	•	•	•	•	•	•	•	2-11	K-11	
Computerized Assessments	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	OTL/Alternate windows		
Kansas State Assessments:																	
Reading and Math - Grade 11 cohort *(Feb 15 – April 20) grades 3 -8 **(Feb 15 – May 11) grades 9 and 10						•	•	•	•	•	•	•	•	•	OTL		Fall OTL: October 3-January 20 (All) Spring OTL: February 15-May 11 (9 th /10 th R & M & Sci; and 10 th Hist/Gov) Alternate: Indicators by November 22, 2011 All scores entered by April 20, 2012 *The testing window for 2012 will be February 15 – April 20 for all subject areas. Please note that April 20 is a “hard close”, therefore there will be no time in the schedule for make-ups **Note exceptions for grades 9 and 10.
Science - Grade 11 Cohort *(Feb 15 – April 20) grades 4 & 7 **(Feb 15 – May 11) grades 9 and 10						•			•		•	•	•				
Social Studies - Grade 12 Cohort *(Feb 15 – April 20) grade 6 & 8 **(Feb 15 – May 11) grade 10										•	•			•			
KELPA (Paper/Pencil)		•	•	•	•	•	•	•	•	•	•	•	•	•	ELL identified students-February 6 – April 30		
Pre-LAS	•														Aug 22 – Sept 9 & March 26 – April 16		
College Readiness Assessments	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Administration Date		
ACT / PSAT																	
ACT Explore										•	•				October 12 – November 9 (8 th grade AVID only) October 12 (9 th grade)		
ACT Plan												•			October 12		
PSAT												•	•		October 12		

Interested and encouraged sophomores and juniors

District PD Plan

Cohort	Feeder Pattern(s)	# of schools	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	Southeast	13	Positive Behavior Supports	Positive Behavior Supports	Academics	Academics	Support for full system Implementation
2	Northeast & West	21					
3	Northwest & South	19					
4	East	13	Academics	Academics	Positive Behavior Supports	Positive Behavior Supports	
5	North	14					
6	Heights	14					



Positive Behavior Supports



- **Safe and Civil Schools (Randy Sprick)**
 - **Classroom Management System: CHAMPS/ACHIEVE (4000 instructional staff trained)**
 - **Schoolwide Management System: FOUNDATIONS training for structuring**
 - **Guidelines for Success**

Academic Focus: Literacy



Narrowing the Focus

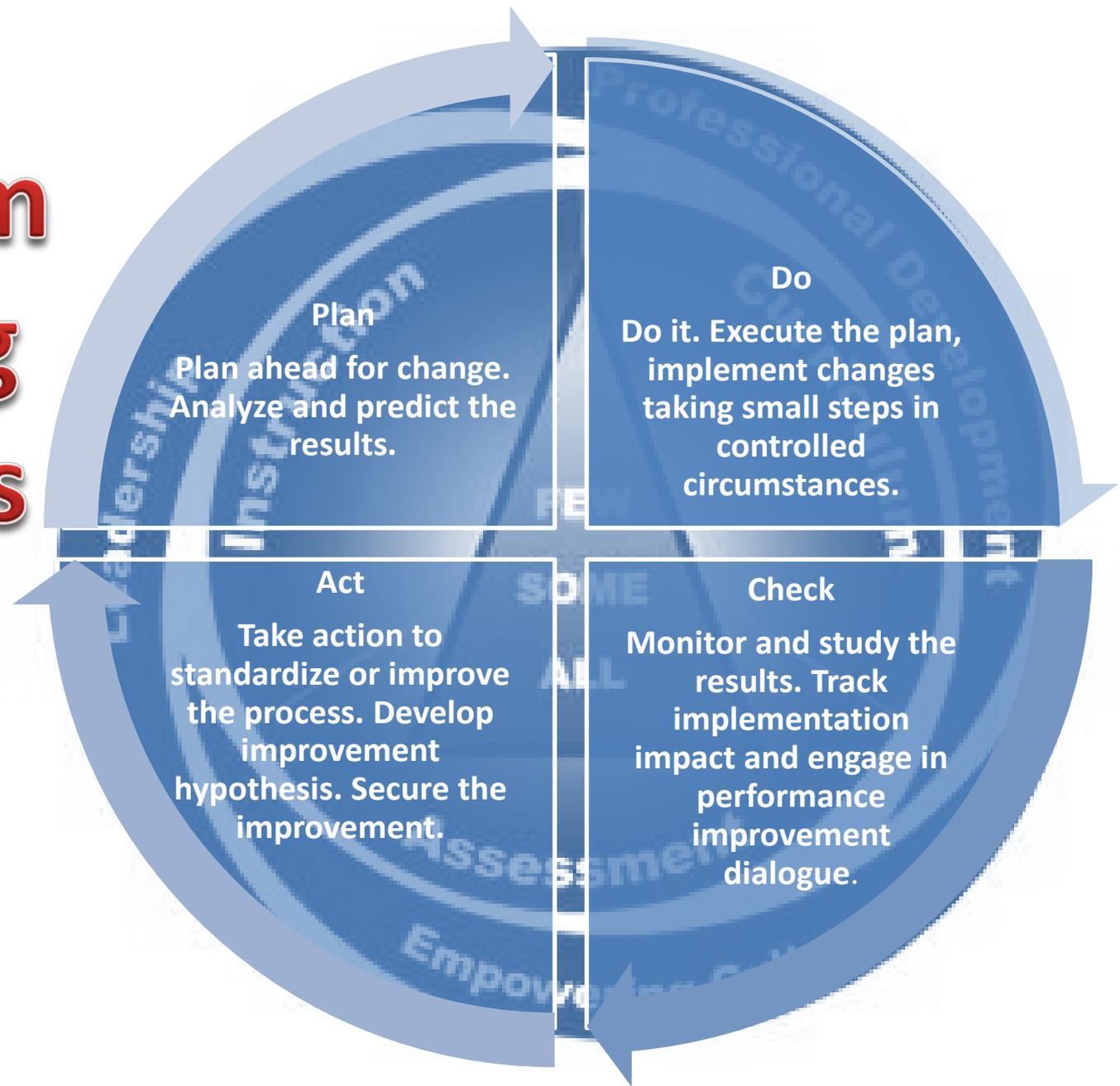
- **Three-Pronged Approach**
 - **Revising Literacy Curriculum Protocol**
 - **Guaranteed and Viable Curriculum**
 - **Kindergarten Curriculum**
 - **Systemic P-12 Intervention Solutions**
 - **Professional Development that develops all teachers into Literacy Experts (LETRS)**
 - **Instructional Model (including Explicit Instruction)**

System of Data-Driven Decision Making



- **Performance Management System**
- **Facility Stat**
- **School Stat**
 - **Principals**
 - **Leadership Teams**
 - **Grade-level/Department Teams**
- **Executive Stat**

Problem Solving Process



4-Step Problem Solving



- Use the 4 Step Problem Solving Process when making decisions related to **a)** changing someone else's behavior; **b)** students; and/or **c)** instructional decisions.
 - What do we want students learn?
 - How will we know when they have learned?
 - What will we do when they don't learn?
 - What will we do when they have learned?



All Systems Go!

MTSS:

The Wichita Model for Systemic Reform

