

The background of the slide is a composite image. The top left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white student desks and black chairs are arranged in the room.

Multi-Tiered System of Supports (MTSS): Maximizing Instructional Time and Student Outcomes

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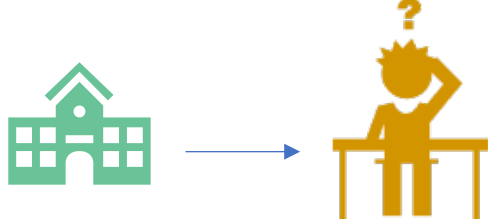
Division of Program Standards



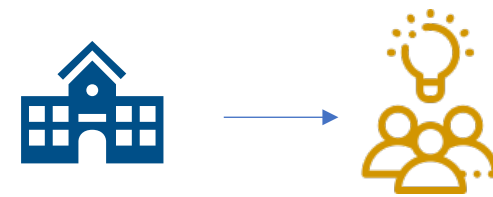
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Same Calendar and Schedule, Different Outcome for Students



- Inconsistent and Incoherent Instruction
- Limited Access to High-Quality Grade-Level Instruction
- Reactive Intervention
- Gap Widens Over Time

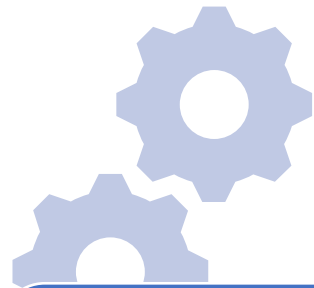


- Consistent and Coherent Instruction
- Full Access to High-Quality Grade-Level Instruction
- Proactive Support and Intervention
- Gap Addressed Early



The difference is the system supporting the educators and the students.

Building a Coherent Student Experience



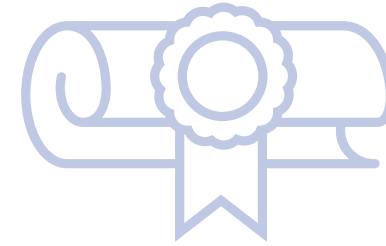
Systems Coherence –

Creates the enabling conditions



Instructional Coherence –

All supports connect directly to T1 Literacy Instruction



Coherent Student Experience –

Alignment in T1 literacy instruction, intervention & assessment



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Two Potential Experiences: Foundational Skills

Block of Day	Incoherence (Foundational Skills)	Coherence (Foundational Skills)
Foundational Skills Block (Tier 1)	Mark practices decoding and encoding CVCE words, focusing on long vowels with the silent E.	Ethan practices decoding and encoding CVCE words, focusing on long vowels with the silent E.
Small group rotations (Tier 1)	Mark works on an adaptive computer program that advances him to spelling patterns and irregular words that have not been taught in T1.	Ethan reads a different text that is decodable to the skills he has been taught.
Intervention Block	Mark's intervention program uses leveled readers. He is taught to use pictures, meaning and context, or syntax to guess words.	Ethan does additional practice with CVCE words, reviews CVC words, and practices reading with a decodable text that aligns to his Tier 1 curriculum.
After-School Tutoring	Mark memorizes weekly sight word lists and practices reading predictable texts that include spelling patterns he has not learned.	Ethan rereads his decodable text and practices writing CVCE words.



How do we ensure that whatever calendar is adopted results in effective use of time for every student?



Consider the conditions needed for students to succeed academically and behaviorally.

MTSS: A System Designed Around the Student Experience



- Proactive
- Integrated
- Coherence
- Flexibility
- Student-Centered
- Educator Support

The background is a soft-focus image of a desk. On the left, a desk lamp with a warm glow sits next to a white mug. In the center, a large architectural blueprint is spread out, showing a detailed floor plan of a school building with various wings and rooms. To the right of the blueprint is a small, realistic model of a school building. Further right, a stack of documents is visible, with titles like 'POLICY FRAMEWORK', 'STATE EDUCATION FUNDING', and 'MODULAR CLASSROOMS'. A pair of compasses and a pencil are also resting on the blueprint.

MTSS transforms how time is used...

...creating a coordinated system of instruction,
intervention, assessment and support.

Student Experience at the Center

- All students receive high-quality grade-level instruction
- Intervention is in *addition to and aligned with* universal instruction
- Flexible system to ensure intervention and support when needed



Does this ensure every student gets the time and support needed to succeed on grade level?



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Protect Time

- Ensure sufficient time for instruction, intervention, assessment and collaboration

System Coherence

- Build shared understanding of MTSS to support student experience

Positive Student Impact

- Focus on proactive impact and continuous improvement

School, Family Community Partnerships

- Support the student experience within the local context

Policy Levers that Maximize Time and Student Outcomes



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Regardless of the calendar a state or district adopts, what ultimately matters is how the time is intentionally organized and used through a coherent system.

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