



Building a System of Ladders for Successful Student Outcomes



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER
SCHOOLS**

CENTRAL MICHIGAN
UNIVERSITY



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY



MI School Data

Michigan's Official Education Data Source



Early Childhood Participation
131,631 children



Students with Disabilities
14.46% of students



4-Year Graduation Rate
81.77% of high school seniors



Student Enrollment
1,429,895 students



K-12 Attendance Rate
90.52% attendance rate



College Readiness
28.2% Met Benchmarks



Economically Disadvantaged
54.27% of all students



Teacher Count
114,281 teachers



College Enrollment
53.3% of high school graduates



English Learners
6.91% of students



Third-Grade Reading Proficiency
40.9% of third graders



College Remedial Coursework
12.1% of high school graduates



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

What do I know about:

- Universal Design for Learning?
- Multi-tiered Systems of Support?
- Specially Designed Instruction for students with IEPs?



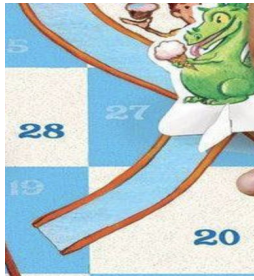
THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

**GOAL: Everyone makes it to the end of the game by
the end of the year!**





CHUTES AND LADDERS



What are the key ladders to have in place?



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY



OPEN

<http://open4us.org>

Open Professionals Education Network

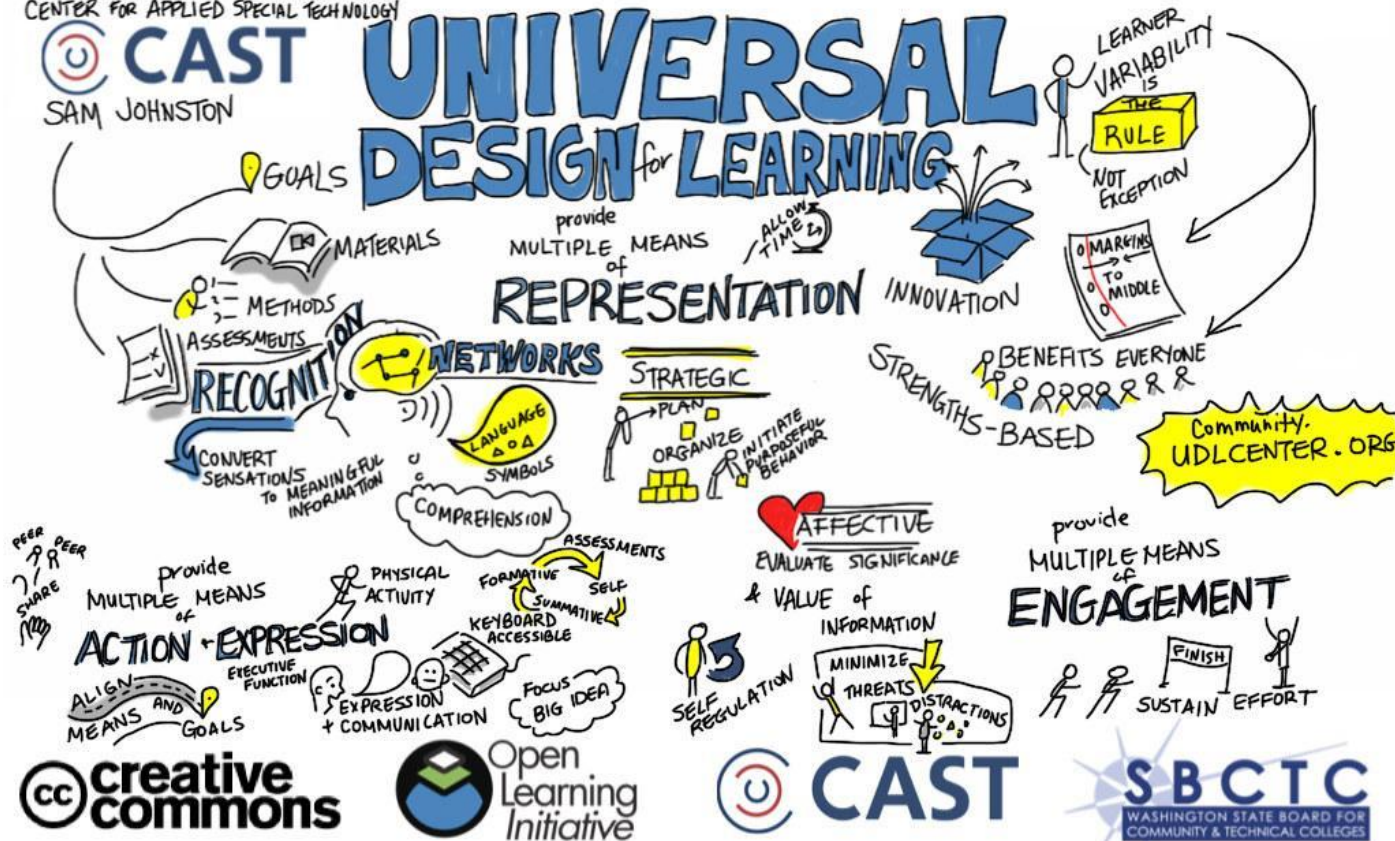
CENTER FOR APPLIED SPECIAL TECHNOLOGY



CAST

SAM JOHNSTON

UNIVERSAL DESIGN for LEARNING



CC creative commons

Open Learning Initiative



CAST

SBCCTC
WASHINGTON STATE BOARD FOR
COMMUNITY & TECHNICAL COLLEGES

Observations? Anything to add to your ladder side of the sheet?

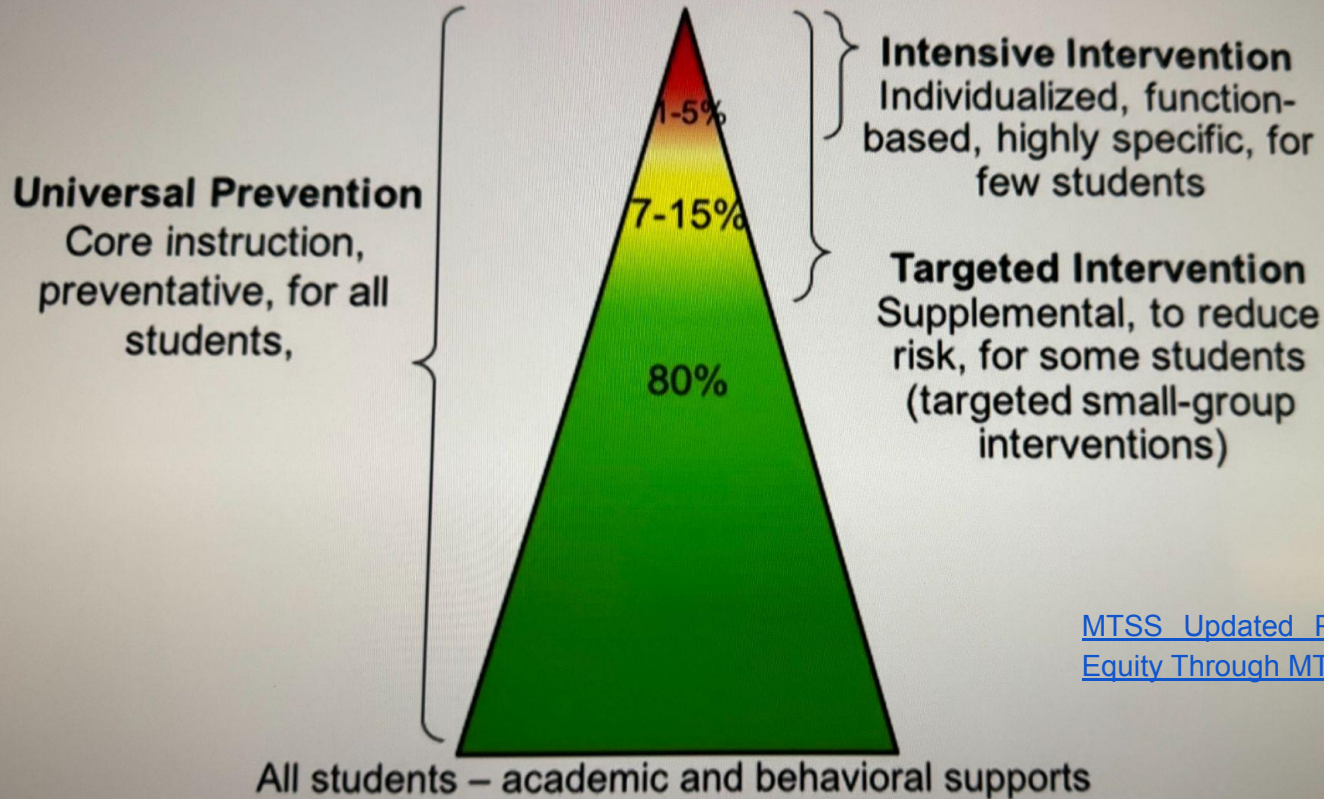


THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

The "MTSS Triangle"



[MTSS Updated Pyramid - Equity Through MTSS](#)

MDE Definition of MTSS

- Comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels.
- Intentionally interconnects the education, health and human service systems in support of successful learners, school, center and community outcomes through the 5 essential components of MTSS.
- The MTSS framework provides schools with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed.

ESSENTIAL COMPONENTS OF MTSS

1. Team based leadership
2. Tiered delivery system
3. Selection & implementation of instruction, interventions & supports
4. Comprehensive screening & assessment system
5. Continuous data-based decision making



Chutes and Ladders Tier 1

First Ladder: Successful Tier 1 Instruction and Interventions

- Description: Students who respond well to Tier 1 supports.
- Outcome: Continue with regular instruction and monitoring.

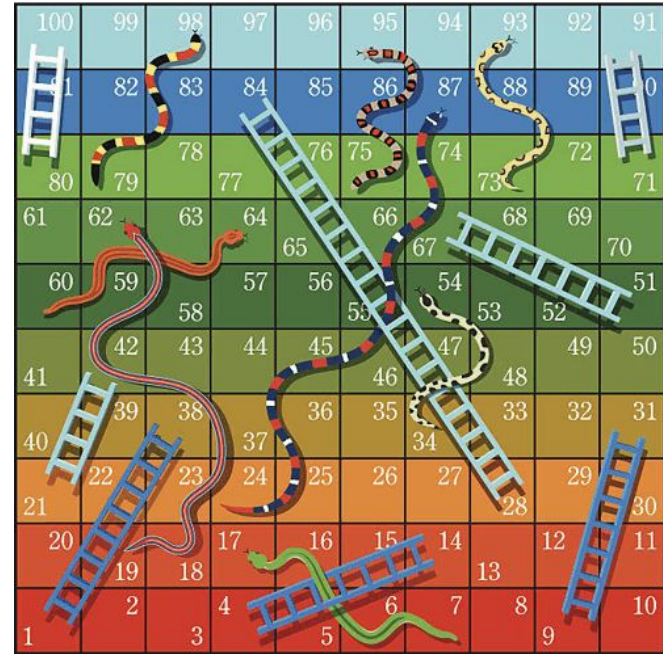
First Chute: Struggles Despite Tier 1

- Description: Students not responding to Tier 1 supports.
- Action: Move to Tier 2 for more targeted interventions.



Tier 2 : Targeted Supports

- Description: Small group interventions for students needing additional help.
- Examples: Reading groups, social skills training.
- Goal: Address specific needs without removing students from the general classroom. Interventionist might go into the classroom to support.



Chutes & Ladders Tier 2

Second Ladder: Successful Tier 2 Interventions

- Description: Students who improve with Tier 2 interventions.
- Outcome: Return to Tier 1 supports with continued monitoring



Second Chute: Continued Struggles

- Description: Students still not making progress with Tier 2 supports.
- Action: Move to Tier 3 for intensive, individualized interventions.



Tier 3 Intensive Supports

- **Description:** Individualized interventions for students with significant needs.
- **Examples:** One-on-one tutoring, specialized programs, Behavior Intervention Plan, Research based intervention strategies
- **Goal:** Provide intensive support to meet the student's unique needs.



THE GOVERNOR JOHN ENGLER

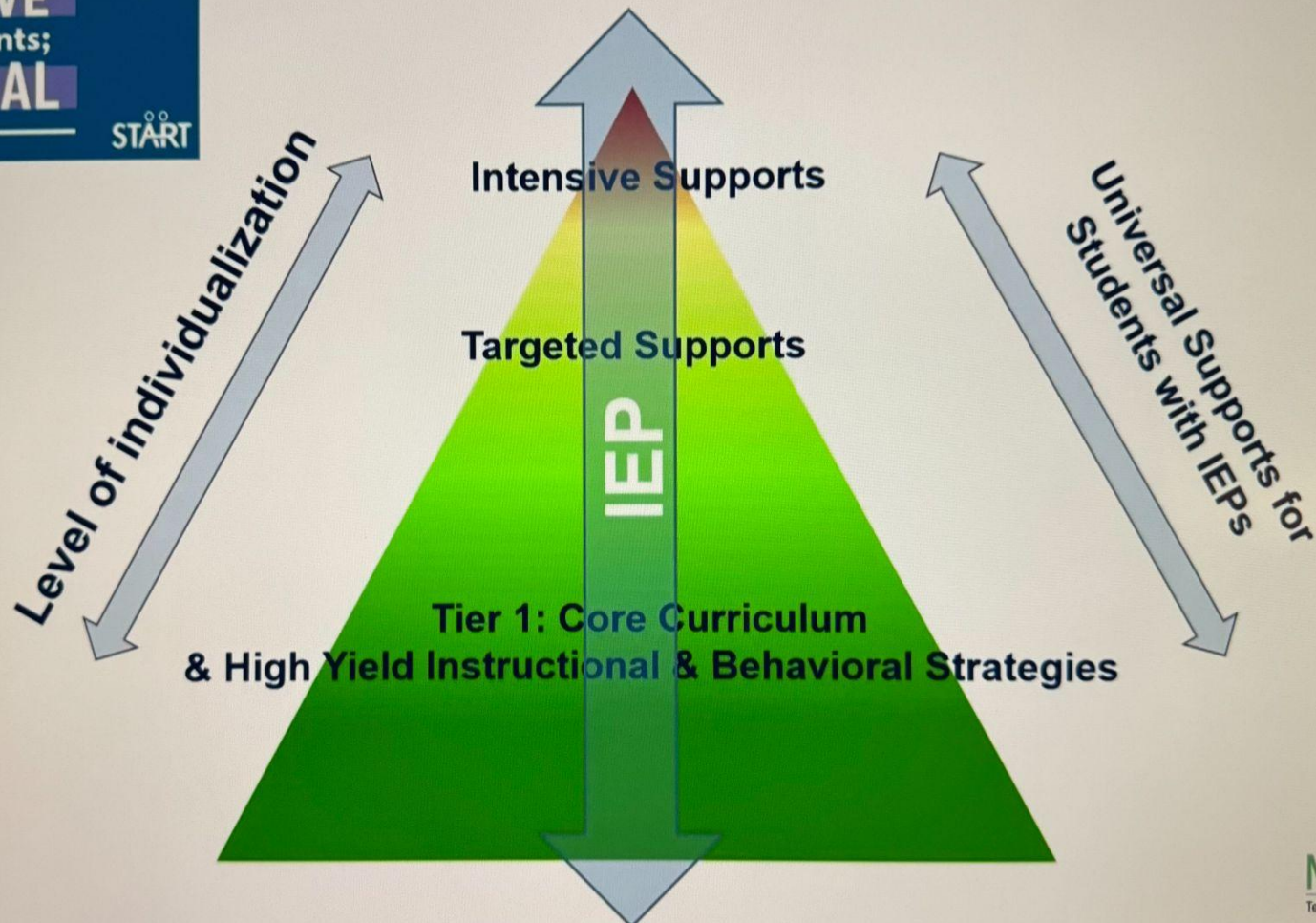
**CENTER FOR
CHARTER SCHOOLS**

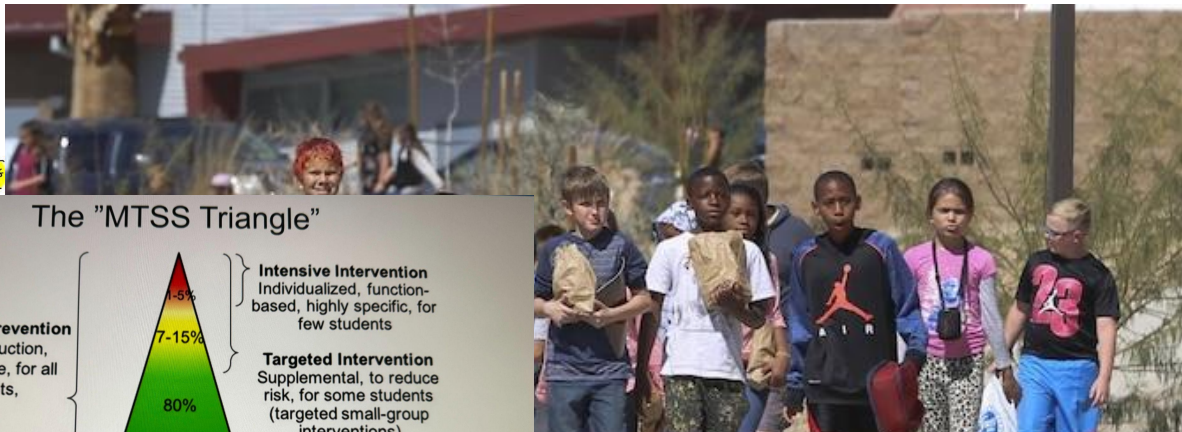
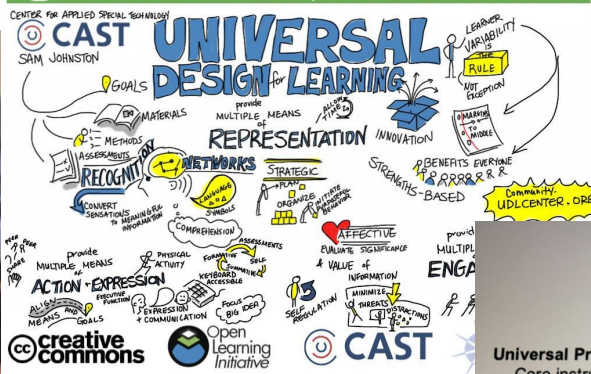
CENTRAL MICHIGAN UNIVERSITY

What about students with IEPs?

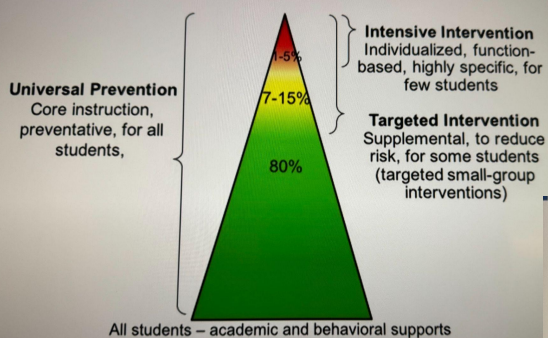
- TIER 3 is INCLUSIVE of students with and without disabilities
 - It is NOT ONLY for students with an IEP
 - It does not EXCLUDE students with an IEP
 - It is NOT A PLACE (i.e. Resource Room)
- TIER 1 & 2 are inclusive of students with and without an IEP
- Students with IEPs are FIRST and FOREMOST GENERAL EDUCATION STUDENTS! All interventions available to students within the school are available for ALL STUDENTS, inclusive of those with an IEP.

EFFECTIVE
for all students;
ESSENTIAL
for some ——— **START**

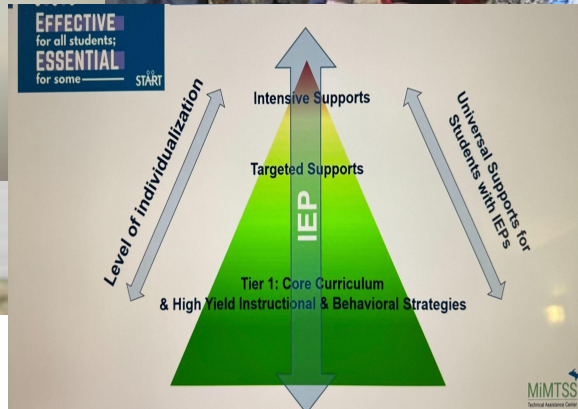




The "MTSS Triangle"



5



QUESTIONS?

CONTACT INFO:

Kathleen Barker

kbarker@thecenterforcharters.org

Jacqueline McDougal, PhD

CMU Special Education Consultants