

Kansas Multi-Tier System of Supports and Alignment

Innovation Configuration Matrix (ICM)

October 2018





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Not Implementing		Implementing	Transitioning	Modeling
IS4	No change has occurred in the allocation of resources.	The realignment of resources and practices has occurred in a few programs.	The realignment of resources and practices has occurred in most but not all programs.	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.
Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners (KESA: Systems Approach, Foundational Structures, Stakeholder Involvement, Responsive Culture)				
Not Implementing		Implementing	Transitioning	Modeling
IS5	There is no process in place to review decisions made as a result of data-based decision making.	The building/site leadership team has a process to review implementation of decisions made as a result of data-based decision making.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.
IS6	There is no process in place to review and improve the data-based decision making process.	The building/site leadership team has a process to review data-based decision making process.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.



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IS7	There is no monitoring of the implementation of MTSS.	The implementation of MTSS principles and practices are monitored through initial implementation.	Implementation of core components of MTSS is monitored through full implementation.	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.
Component 3: Leadership Provide Staff Members Ongoing Support (KESA: Systems Approach, Rigor, Relationships)				
Not Implementing		Implementing	Transitioning	Modeling
IS8	Professional development activities are not tied to a multi-tier system.	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier system based upon local data.	There is a formal, long term professional development plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
IS9	There are no activities or time allocated for group decision making.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	Leadership informally involves the staff in decision making.	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.