



Multi-Tiered System of Supports (MTSS) - a framework for the School Improvement Process

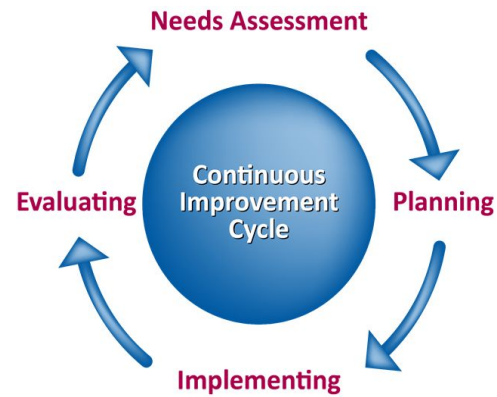
We will empower every learner to thrive through Excellence, Leadership, Inclusion, Innovation

NDMTSS 6 Key Components

- Assessments
- Data-Driven Decision Making
- Multi-Tiered Instruction
- Infrastructure and Support
- Fidelity and Evaluation
- School, Family & Community Partnerships

Defining MTSS

Multi-Tiered System of Support (MTSS) is systemic continuous improvement framework, in which data based problem solving and decision making is practiced across all levels of the educational system for supporting Academics and Social Emotional Learning (SEL). The voice of and collaboration with students, family, and community, is foundational to the MTSS framework,



Professional Learning Communities (PLCs) drive the work of MTSS implementation at the building team, and individual student level by asking the following questions:

1. What do we expect students to learn?
2. How are students going to learn it?
3. How will we know when they have learned it?
4. How will we respond when they don't learn?
5. How will we respond when they already know it?

Multi-Level Tiered Instruction System



Tier One- Core Instruction/Enrichment

- **Focus:** All students
- **Instruction:** District academic and SEL curriculum and instructional practices are evidence-based.
- **Examples:** Standards Based Education (SBE), instructional strategies (e.g. AVID, PBL), Resilience Breakthrough, Second Step, SW-PBIS
- **Assessments:** Universal Screening given 3x a year (e.g. MAP, Aimsweb Plus, ACT/PreAct, Early Warning Signs, ISF Report, and SBE linked assessments).

Tier Two – Intervention/Enrichment

- **Focus:** Students identified through screening as at risk for poor academic or behavior outcomes
- **Instruction:** Targeted Supplemental Instruction that is in addition to Core and/or reteach of Core delivered to small groups.
- **Examples:** Why Try, Reading/Math Strategies Class, Reading/Math Title/District, Check-In/Check Out, Social Academic Instructional Groups (SAIG)
- **Assessments:** Diagnostic and Progress monitoring such as Curriculum Based Measures (e.g. Aimsweb Plus), Mastery Measures, data collection and fidelity checks as related to specific intervention, SEL screeners. Minimum 2x per month

Tier Three – Intensive Intervention/Enrichment

- **Focus:** Students identified through screening and progress monitoring in which Core and additional supports are not meeting individual needs.
- **Instruction:** Intensive intervention, addition to Core instruction, adapted to address individual student needs, through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies.
- **Examples:** Replacement programs, Data-based individualization, Why Try, Dual Credit, Leadership Opportunities
- **Assessments:** Diagnostic assessments, Progress monitoring, Functional Behavior (FBA), Prevent-Teach-Reinforce (PTR). Minimum of 4x per month.

Data-Driven Decision Making and Fidelity and Evaluation

- Data analysis occurs at all levels of MTSS implementation (e.g., district, school, grade level) as well as all tiers of instruction.
- Establish routines and procedures for gathering, analyzing, and sharing of data with students, staff, family, and community.
- Use explicit decision rules and data to assess student progress and monitor fidelity for positive outcomes.
- Data is used to evaluate and monitor fidelity and effectiveness of core instruction, curriculum, and all interventions along the continuum.
- Purpose: Monitor student's response to instruction in all tiers to estimate rates of improvement, identify students not demonstrating adequate progress, and compare efficacy of different forms of instruction

