



Multi-Tiered Systems of Support (MTSS) provided comprehensive student assistance through early identification, evidence-based interventions, tailored instruction, and consistent progress monitoring. MTSS staff helped campus personnel identify struggling students in academics, language, and engagement, using a multi-tiered approach. Tier 1 formed the foundation for all students to achieve academic goals. Students needing more support moved to Tier 2 for targeted interventions based on screening results. Tier 3 offered intensive, individualized interventions for those requiring additional support beyond Tiers 1 and 2.

Key Findings

Implementation

- In 2023-24, the MTSS department provided professional development, created MTSS tools, and collaborated district-wide to implement MTSS effectively. The department led the development and rollout of PowerSchool Unified Insights to enhance intervention documentation. Additionally, MTSS supported Tier 2 and 3 reading interventions through training, resource development, progress monitoring, and data-driven instructional adjustments.
- The department was instrumental in developing and launching the new PowerSchool Unified Insights platform, which is designed to promote efficient and enhanced documentation of interventions.
- Most students had one intervention plan, with a focus on academic interventions, particularly reading.

Stakeholder Feedback

MTSS Feedback Survey

- Most survey respondents reported a moderate to great deal of knowledge about MTSS, with 26% to 46% reporting frequently using MTSS interventions.
- A considerable number felt well-prepared by the MTSS department to implement MTSS elements.
- Survey responses collectively reflect a desire for smoother transitions, clearer communication, more effective training, and improved functionality of the MTSS platform to better support student interventions and progress monitoring.

Student Outcomes

MAP

- Overall, more than 90% of students in grades one through eight across the district were tested on the MAP assessments.
- For reading, participation rates ranged from 86% to 98%.
- For mathematics, participation rates ranged from 41% to 98%.
- Students in the lowest-performing quintiles for English reading who received Tier 2 and Tier 3 interventions showed greater gains in RIT scores from BOY to EOY compared to Tier 1 students, while Tier 2 and Tier 3 students consistently outperformed Tier 1 students in Spanish reading.
- For mathematics, students in the lowest-performing quintiles who received Tier 2 and Tier 3 interventions achieved similar gains as Tier 1 students.
- The percentage of students meeting the Spanish reading threshold remained steady from BOY to EOY across Tier assignments.

Recommendations

Enhance training and support.

Considering that most survey respondents reported moderate to great knowledge about MTSS but also highlighted the need for more effective training, it would be beneficial for the MTSS department to expand and enhance training programs to comprehensively cover all aspects of MTSS. Additionally, offering targeted training sessions to address specific needs, especially focusing on the use of MTSS platforms along with interactive and experiential learning opportunities, would be highly advantageous for enhancing understanding and application.

Continue providing robust support to teachers.

Since reading interventions have shown significant gains, especially for students in the lowest-performing quintiles, it is important to continue prioritizing and refining training with a focus on the implementation of Tier 2 and Tier 3 interventions and progress monitoring. In addition, stakeholders are encouraged to develop tailored intervention plans for both reading and mathematics to ensure students with significant needs receive the necessary support and benefit from the interventions.