Getting Ready for MTSS

Considerations for how SEAs can support implementation

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Agenda

1. Brief review of MTSS

2. 5 Considerations for Supporting Implementation at the State Level

3. Guiding questions

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There is no way a **single** **system**

has all the **time**,

all the **knowledge**,

and all the **skills**

to meet all the needs

of every child in **every school or district.**

Buffman, Mattos, & Webber 2009

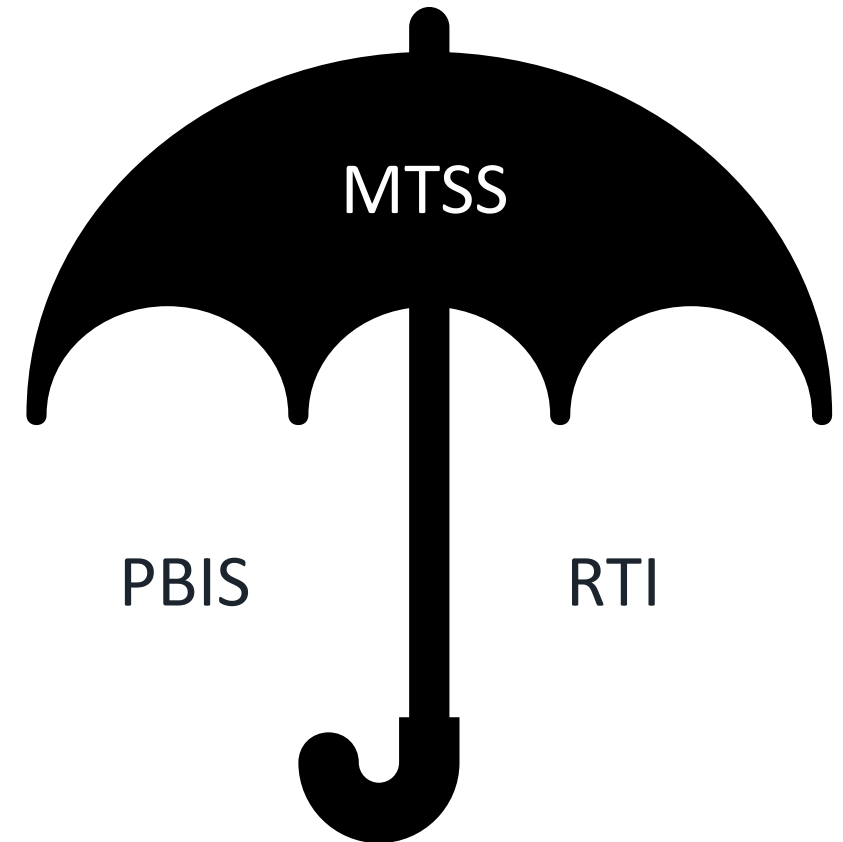> ***We depend on collective efficacy.***

Defining MTSS: So, What Is It?

- **Proactive and preventive framework** that integrates data, instruction, and intervention to maximize student achievement and support their social, emotional, and behavior needs.

- Helps schools determine how to **allocate and adjust resources** to achieve desired outcomes
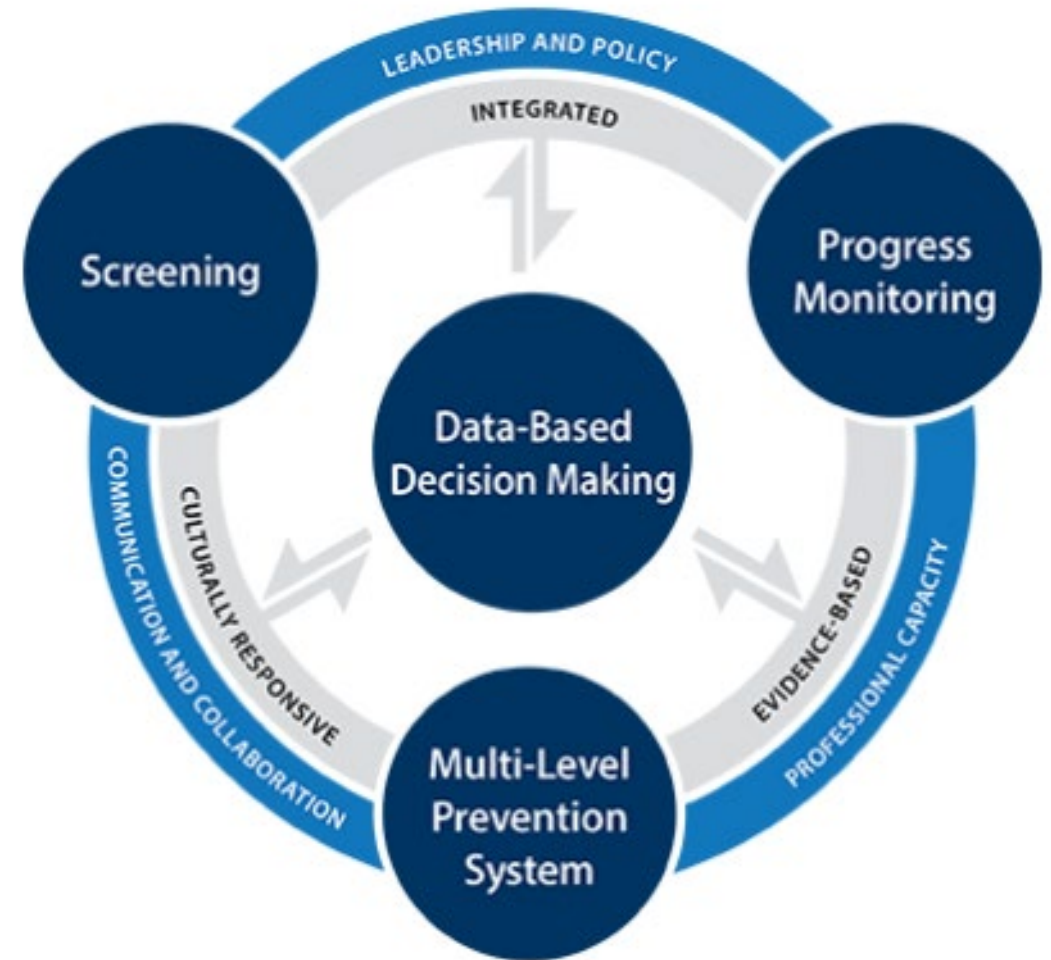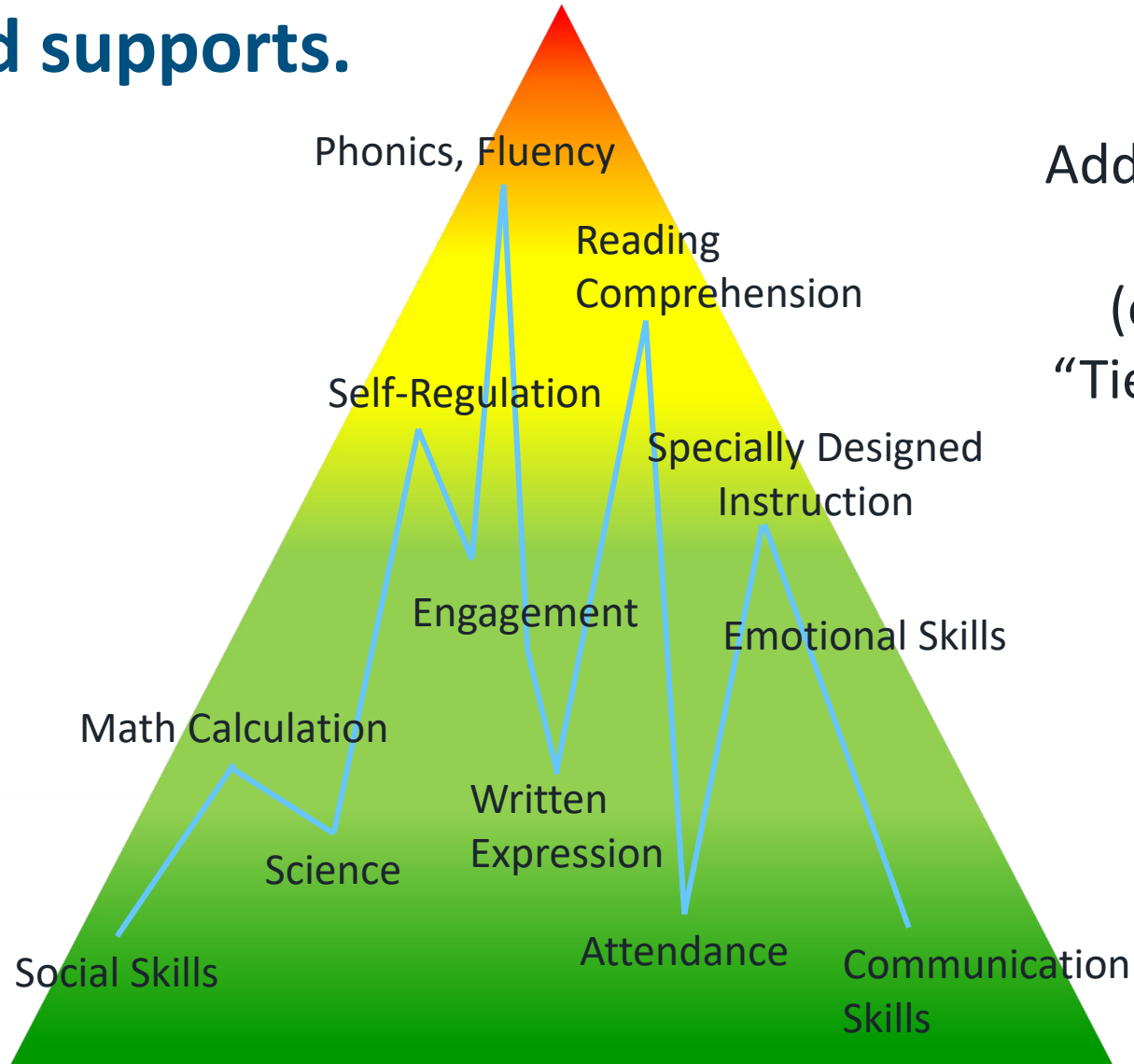
Defining MTSS

- Grew out of parallel movements in education to address a variety of concerns (*response to intervention* for academics and *positive behavioral interventions and supports* for behavior)

- Seamless system to address needs of the whole child

- Promotes a problem-solving culture that is "information rich"

- Is a systemic framework *(are we effective as a whole school?)* and individual needs framework *(what level of support does each student need?)*

MTSS

PBIS   RTI

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**Multi-Tiered System of Supports**

MTSS addresses the needs of the whole child by aligning systems and supports.

Addresses needs of all students across the continuum
(e.g., no such as thing as a "Tier 2 kid" or "SPED student")

Phonics, Fluency
Reading Comprehension
Self-Regulation
Specially Designed Instruction
Engagement
Emotional Skills
Math Calculation
Written Expression
Science
Attendance
Social Skills
Communication Skills

Credit: George Sugai

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Multi-Tiered System of Supports

Provides a continuum of supports for ALL students

Students receive services at all levels, depending on need
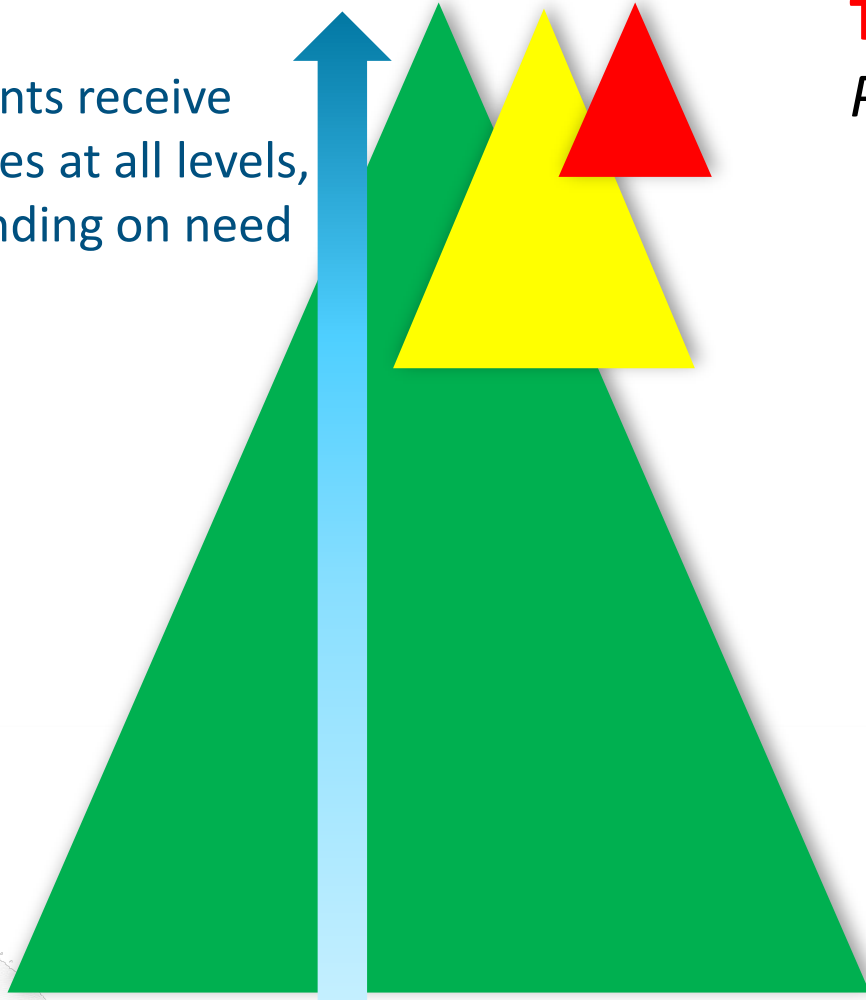
Tier 3: Intensive level of support
Provided to 3-5% of students

Tier 2: Targeted level of support
Provided to 10-15% of students

Tier 1: Universal level of prevention
Provided to all students; goal to meet needs of at least 80% of students

Goal of MTSS is to match supports to *"data-based needs of students"*

(Graden, Stollar, & Poth, 2007, p.295)

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What's the big deal about MTSS?

1.07 ES*

Improved outcomes
- Decreased expulsion, behavioral referrals, and suspension rates
- Sustained academic improvement
- Increase in on-time graduation

Strong positive effects on system outcomes
- Increased instructional and planning time
- More efficient use of resources and staff; better organizational health
- Decreased inappropriate special education referral and placement rates
- Reduction in student time in special education services
- Reduction in student grade retention

(Source: *Bradshaw et al., 2012; Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame'enui, 2008; Hattie, 2015*)

Essential Components of MTSS

Screening
a systematic process for identifying students who may be at risk for poor learning outcomes

Multi-Level Prevention System
three tiers of intensity used to match a student's need to a corresponding level of support

Progress Monitoring
used to assess students' performance, quantify a student's rate of improvement, and to evaluate the effectiveness of instruction
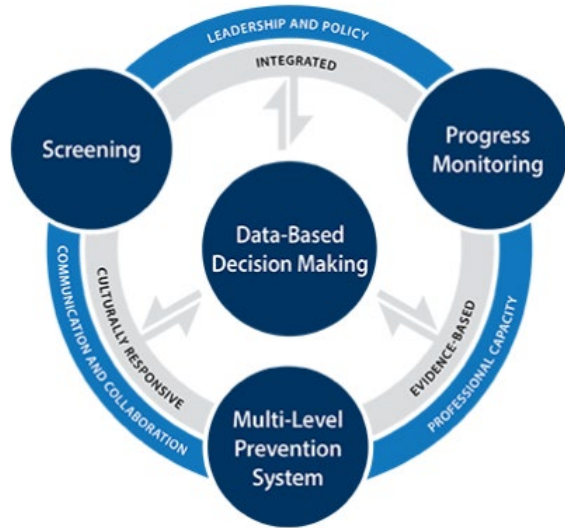
Data-Based Decision Making
use of data to make decisions about resource allocation, instruction, intensification of supports, and identification of students with disabilities

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Characteristics of Tiers

Characteristics	Tier 1	Tier 2	Tier 3
Instruction/ Intervention	Comprehensive research-based curriculum	Standardized, targeted small-group instruction; **Standardized evidence-based intervention programs**	Individualized; Use **standardized evidence-based program as a platform, but adapt instruction** based on student response
Group Size	Class-wide (whole- and small-group instruction)	3–7 students (or as defined by developer)	No more than 3 students
Duration	(Ongoing)	Use frequency and duration defined by developer (<20 weeks)	Relative increase in frequency, duration, and opportunities to respond and receive feedback
Progress Monitoring	Once/term (benchmarking)	At least monthly	Weekly
Population Served*	All students	Students who are at-risk for poor learning outcomes (10-15%)	Students with significant and persistent needs (3-5%)

Students with disabilities may be served across tiers.

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Essential MTSS Components: Necessary, but not Sufficient

Design

Infrastructure

Implementation

X

X

Infrastructure and Support Mechanisms
- Supportive Policies and Leadership
- Effective Teaming
- Preparation and professional Learning
- Family and Community Engagement

What will it look like?

How will we support it?

How do we stay on track?

Five Considerations for Supporting MTSS Implementation at the State Level

Recommendation 1: All Means All

Create guidance that sets the expectation that MTSS is for **all students:**

i. Students with disabilities access core instruction and intervention services in alignment with their IEP

ii. Clarify how MTSS data may be used to inform eligibility for special education

iii. Provide guidance about how state and federal funds may be used to support implementation (e.g., Title I, IDEA, Coordinated Early Intervening Services)

iv. MTSS as a lever for promoting equitable outcomes across groups

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Recommendation 2: Keep it Simple

1. Identify priority area(s) for initial implementation

2. MTSS **is** a framework comprising components for organizing resources to support students

3. It is **NOT:**

   a. A program

   b. A place

   c. An assessment

   d. A service

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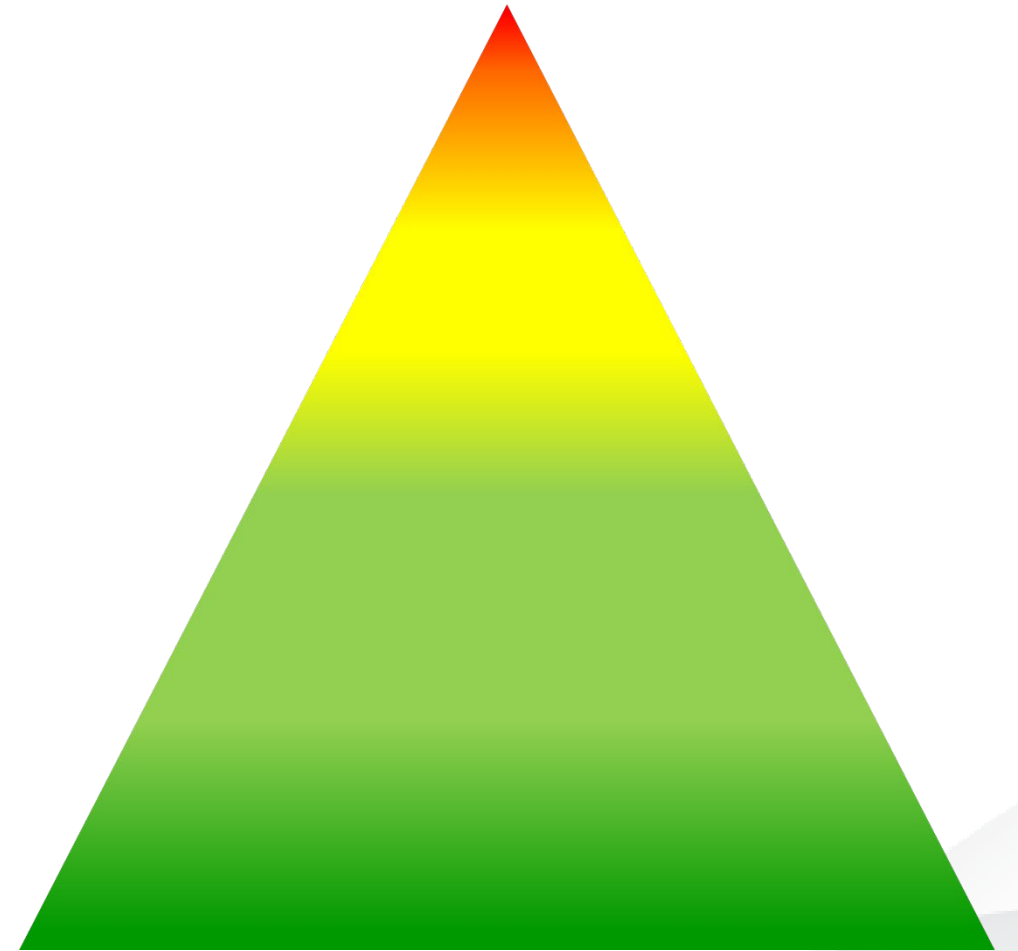
Recommendation 3: Leverage resources from other initiatives and funding streams
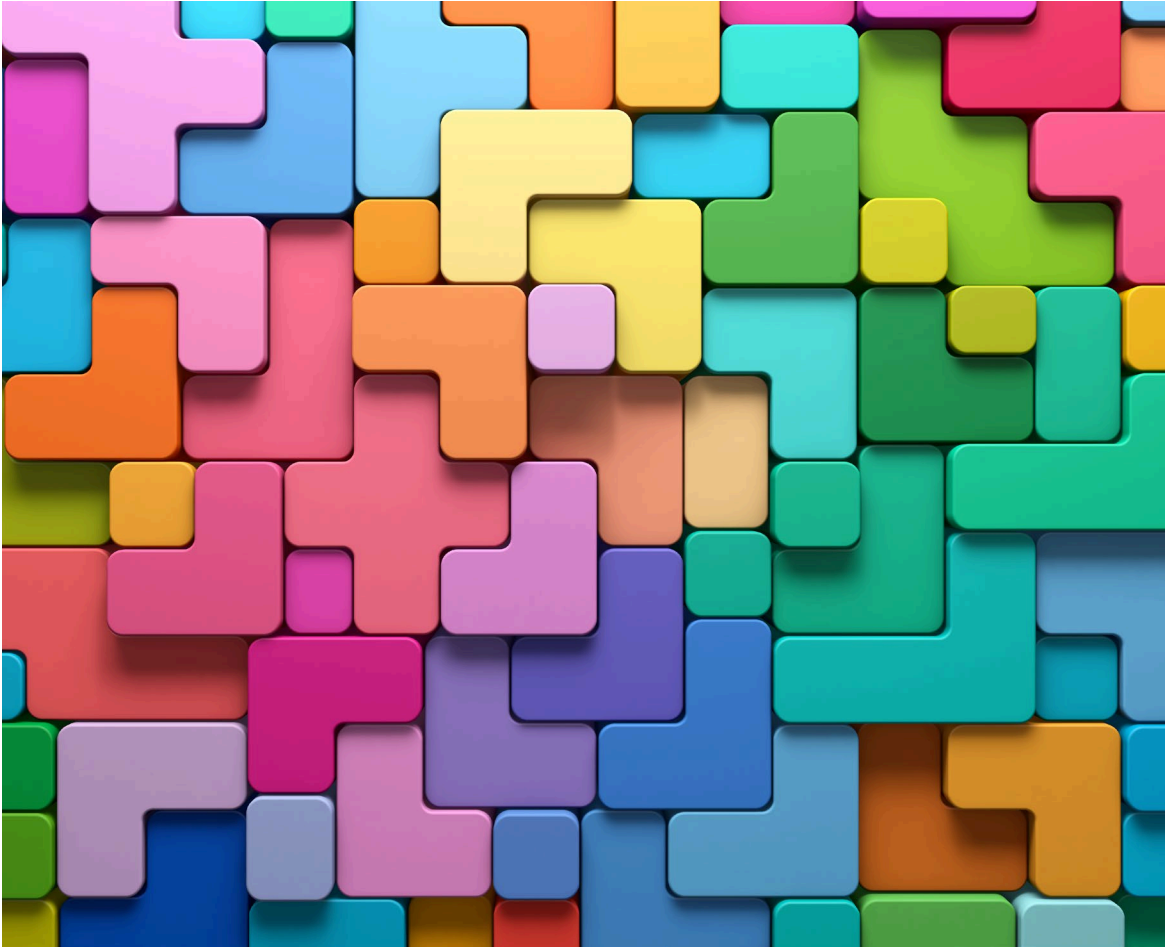
For Example:

1. State Personnel Development Grants
2. State Systemic Improvement Plans
3. School improvement efforts
4. Dyslexia legislation
5. Dropout prevention/Early Warning Systems
6. School mental health and violence prevention efforts

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Recommendation 4: Provide Multiple Avenues for Learning

- Consider funding a **state MTSS center** adjacent to the SEA
  - MI MTSS
  - Oregon RTI

- **Align** teacher and leader preparation with MTSS competencies
  - Coppin State University & NCII partnership
  - AIM Leadership Partnership (Washington State)

- Offer **online learning** on core concepts
  - National TA Center libraries
  - Bridge-RI

Recommendation 5: Remove Barriers

- Plan for turnover

- Make implementation attainable

- Which assessments are necessary? Are there some we no longer need?

- What will we remove from schools' plates?

- How will we provide support?

- What is logic v. lore in the state?

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Guiding Questions

- What do we want for students, staff, and families in Maryland?

- What is our highest priority for MTSS implementation?

- How does MTSS connect to other initiatives in the state?

- How can we maximize our resources?

- What are the obvious barriers and how might we address them?

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