



# We Are a Multi-Tiered System of Supports (MTSS)

A focus on Truancy, Attendance, and Grades

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# Ten Minnesota Commitments to Equity

**1. Prioritize equity.**

**2. Start from within.**

**3. Measure what matters.**

**4. Go local.**

**5. Follow the money.**

**6. Start early.**

**7. Monitor implementation of standards.**

**8. Value people.**

**9. Improve conditions for learning.**

**10. Give students options.**

1. Explore the ingredients of MTSS.
2. Consider how to ensure students receive intended services.
3. Identify what MTSS looks like beyond the classroom.
4. Reflect on what it means to BE a Multi-Tiered System of Supports.

# MTSS Active Ingredients

Standards-based core instruction and high-quality environments for all students

Continuum of evidence-based practices for core, supplemental and intensive supports

Team-based and data-driven decision-making

Universal screening and frequent student progress monitoring

Family and community partnerships

Measuring fidelity of the above components and fidelity of adult practice

Large group:

To what extent does your organization implement any of the MTSS active ingredients?

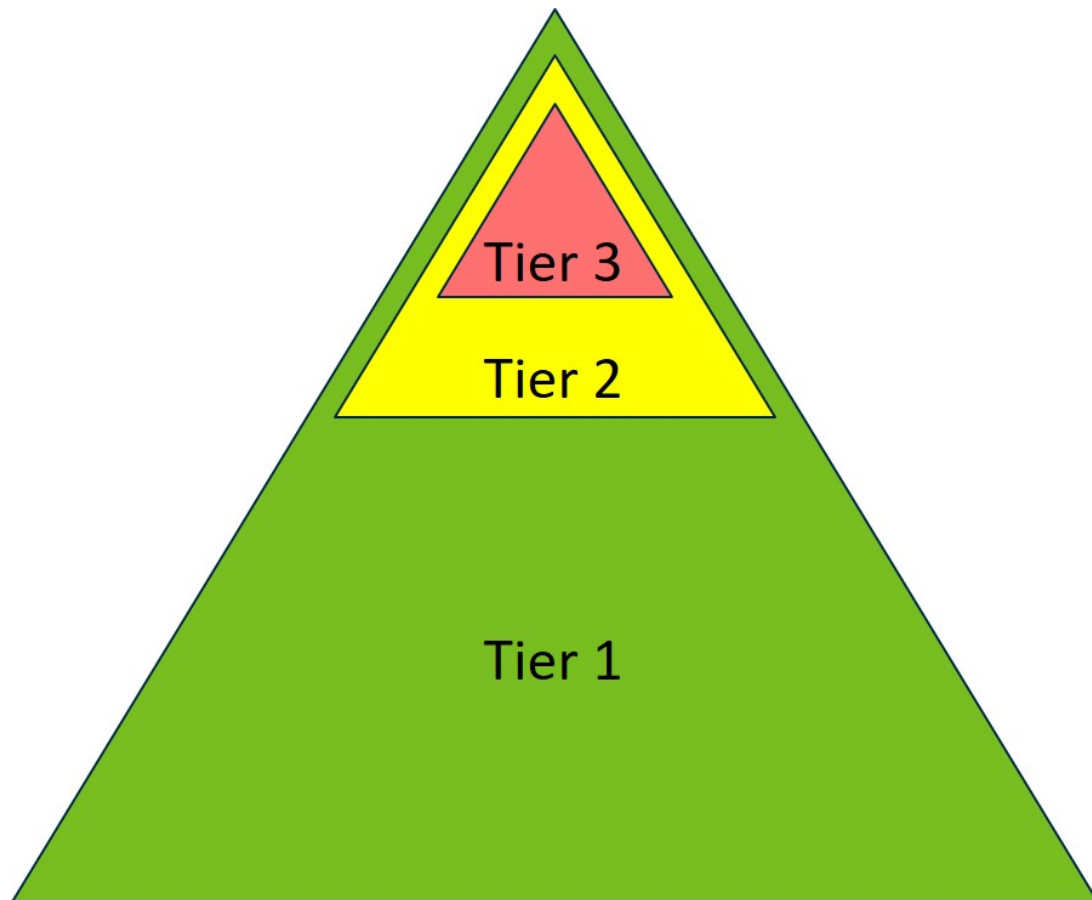
To what extent do you measure how well these actions (done by adults) are functioning well?

Small group:

What practices do you have in place that have evidence showing positive effects on truancy, attendance, or grades?

How do you know when a student needs an evidence-based practice (EBP) or strategy or intervention? How do you know a student has received that EBP? How do you know when they no longer need the EBP?

# MTSS Principles 1



Tier 1 = Universal for all students

- All students receive this service.

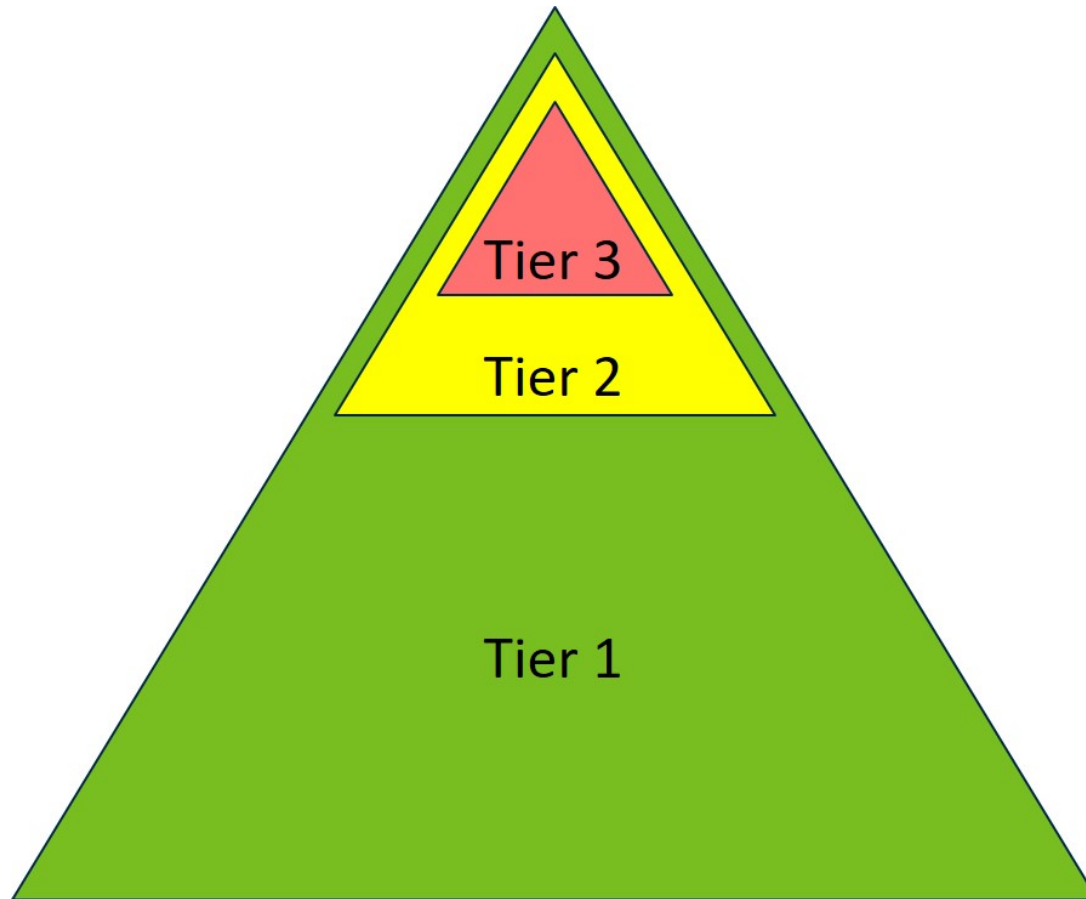
Tier 2 = Targeted for some students

- Up to 15 percent may need an extra scoop of support

Tier 3 = Intensive for a few students

- Up to 5 percent may need individual support

# MTSS Principles 2



Tiers are layered.

Tiers hold adult practices, not students or funding sources.

Not just a collection of interventions. It's how we organize and manage them.

Not just supporting students at risk or with disabilities. Also about promoting talents and strengths.



Academic, Behavior, Social Emotional Learning, Health  
English Language Learning is always Tier 1.

Do it long enough – with fidelity – to ensure change

- Students cannot benefit by a service they do not receive.

The following slides will show implementation and outcome results for MTSS.

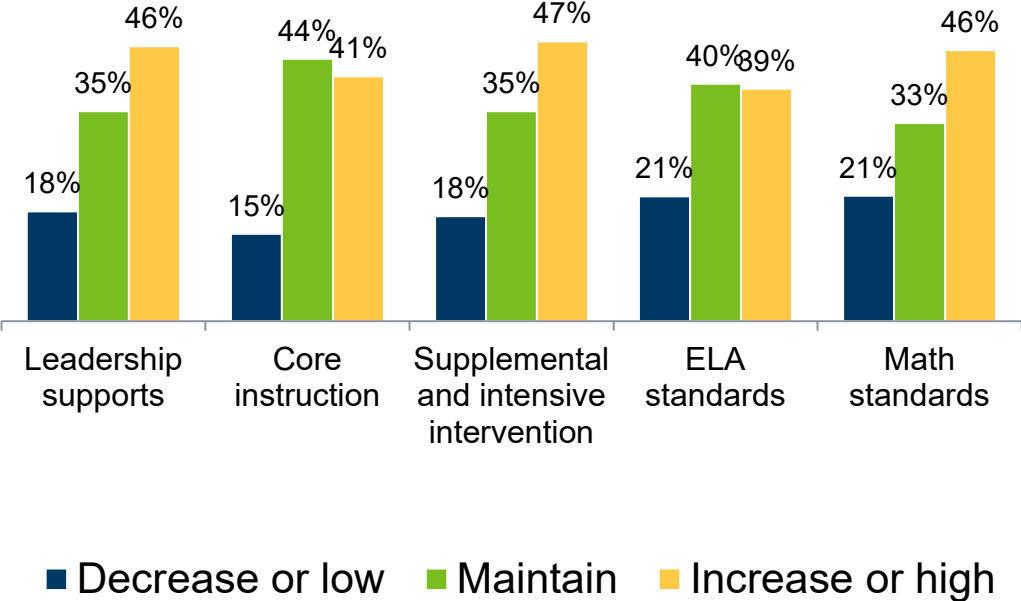
- Academic MTSS is measured by the MTSS Survey and the Tiered Fidelity Inventory (TFI) for Reading and Math.
- Positive Behavior Interventions and Supports (PBIS), which is an MTSS framework for behavior, uses the TFI.
- Check and Connect is a EBP used for Tier 3 supports.

All of these can potentially affect truancy, attendance, and grades.

Summary of change in MTSS implementation and English Language Arts (ELA) and Math standards for schools that completed the survey in 2019 and 2020.

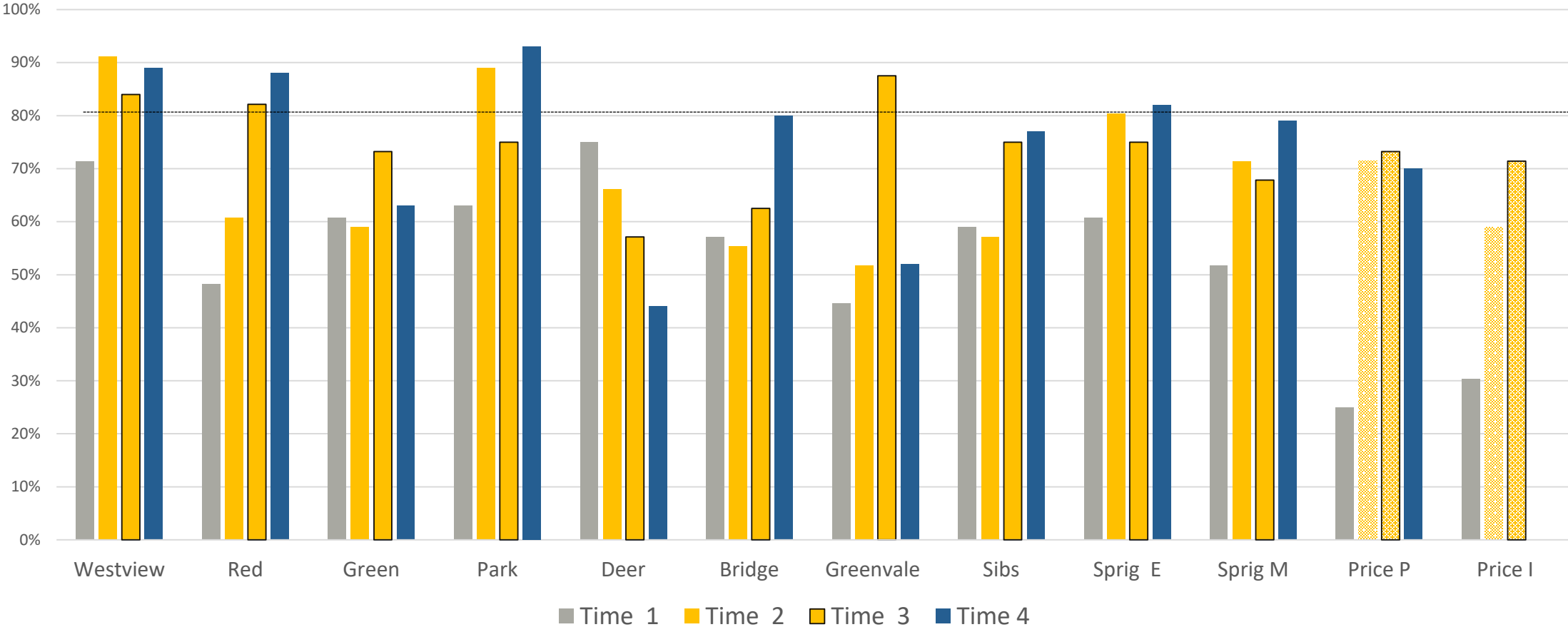
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Note. Within areas, percentages may not sum to 100% due to rounding.



# 7 of 12 Schools Made Gains 6 Grantees at Target of 80% Fidelity

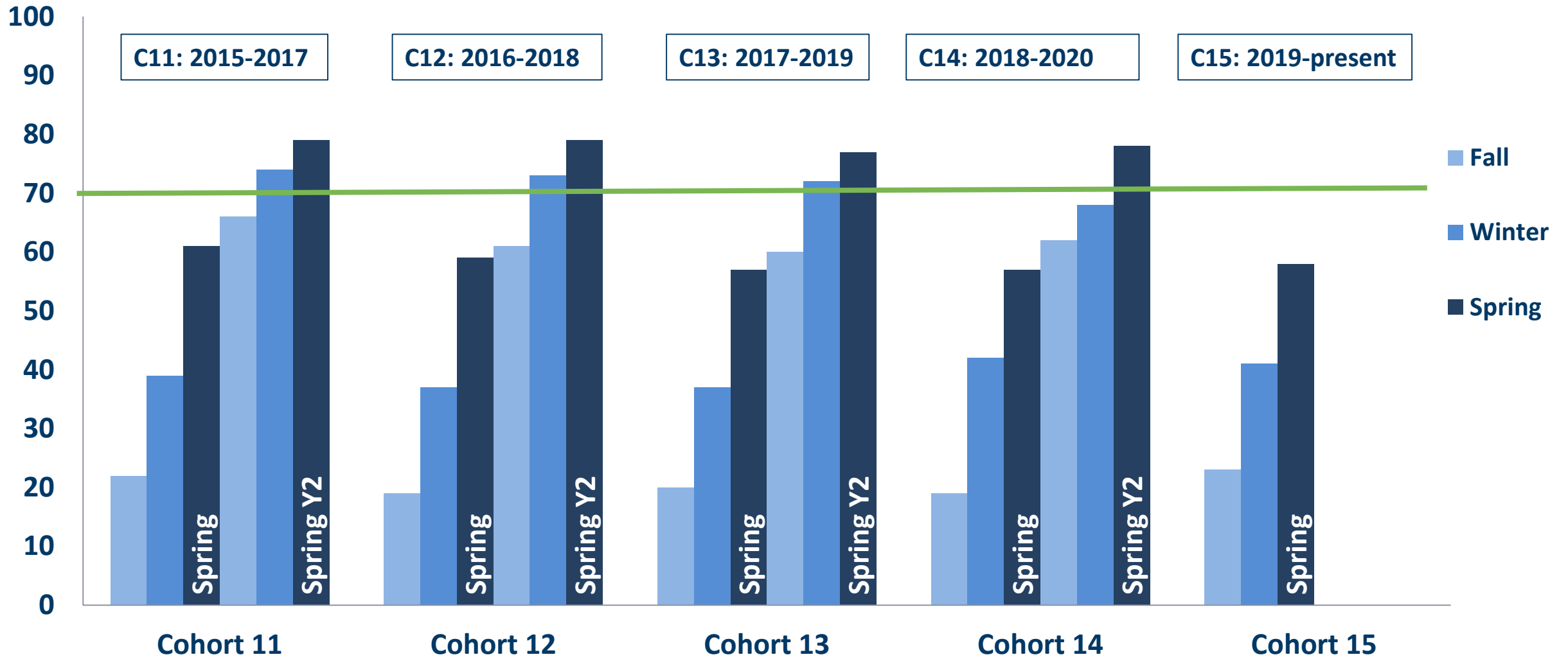
Progress in Tier 1 System Fidelity





# Average School Fidelity Data For New PBIS Schools

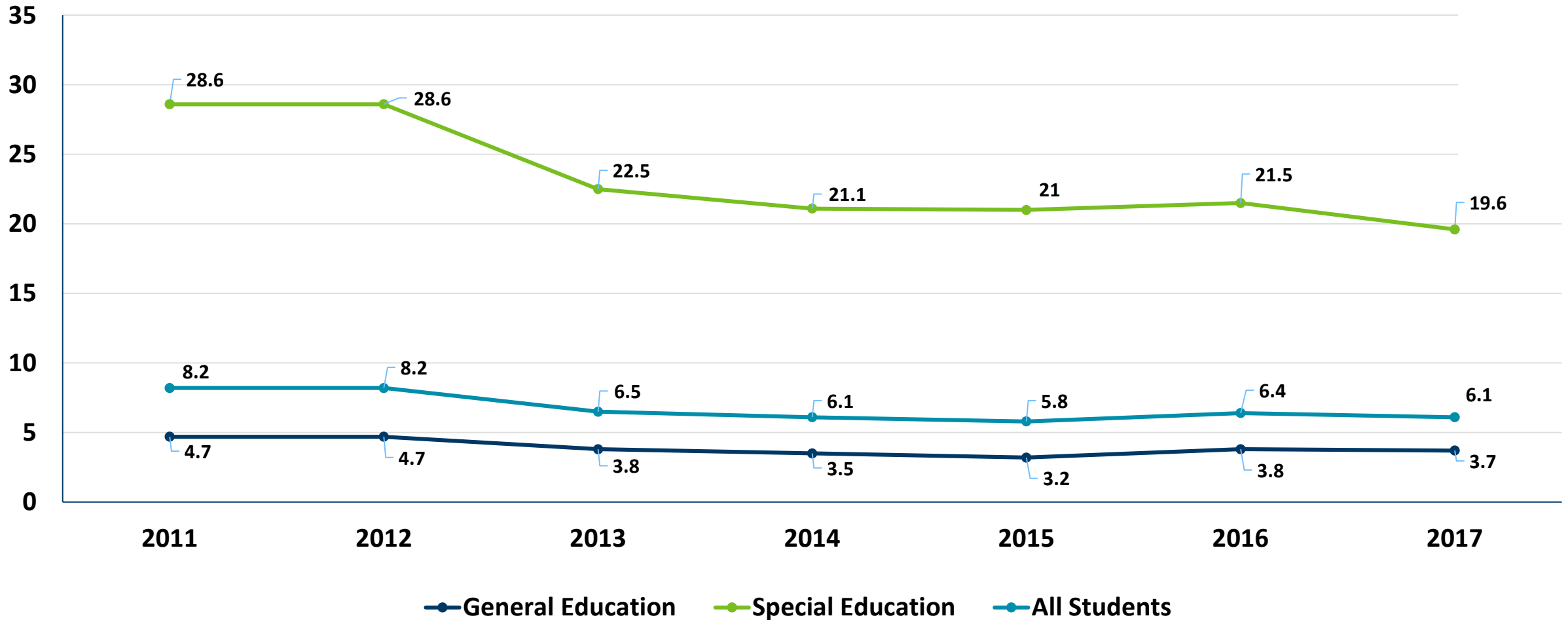
Tiered Fidelity Inventory (TFI) Tier 1 – 2015-present



# Even More Patience for Improvement in Statewide Outcomes: State Rates per 100 Students for General Education, Special Education and All Students

This is still not happening overnight ...

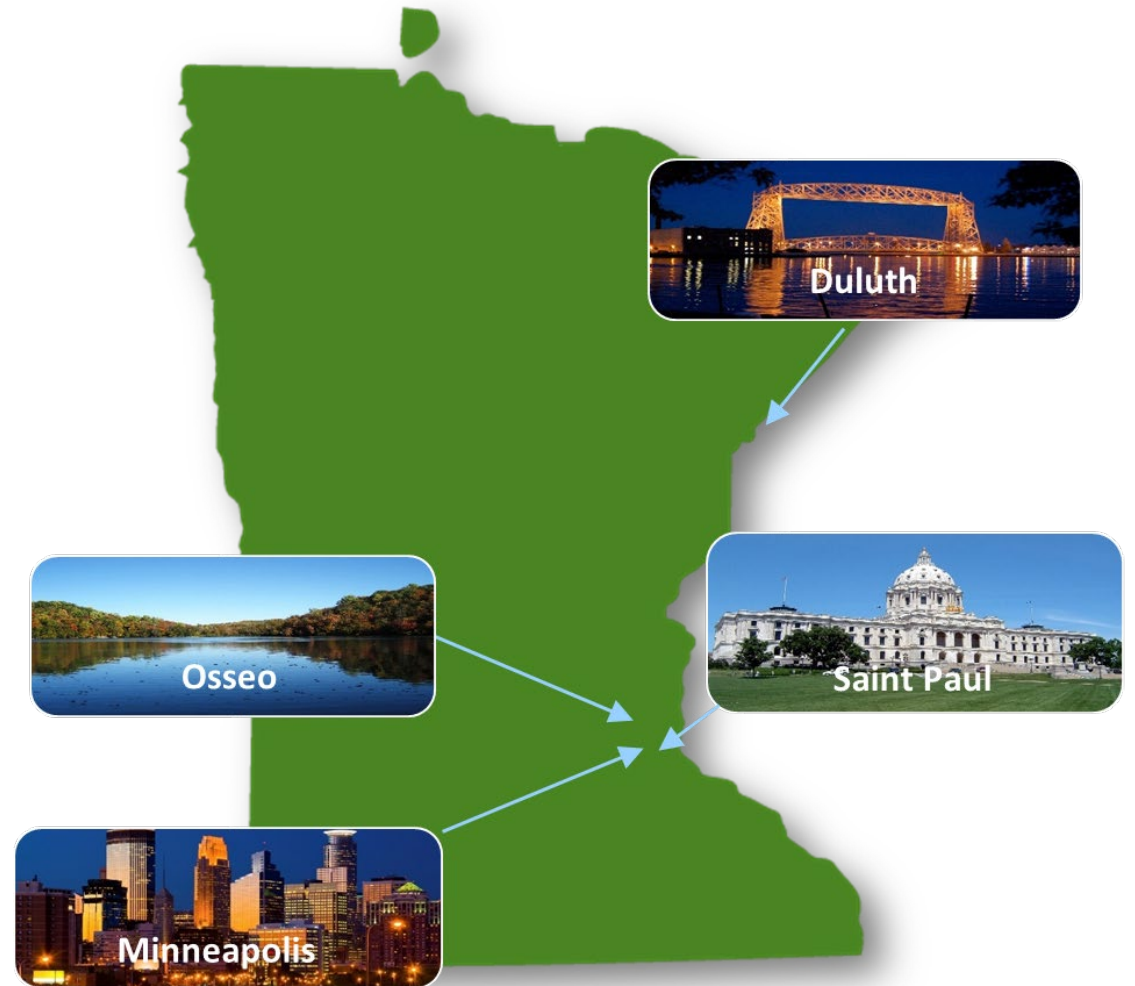
### Disciplinary Incidents Rate per 100 Students



# State Systemic Improvement Plan (SSIP)

**Purpose:** Develop and enhance the infrastructure necessary to put organizational supports into place to create, install, implement and evaluate the supports needed to improve outcomes for American Indian and Black students with disabilities.

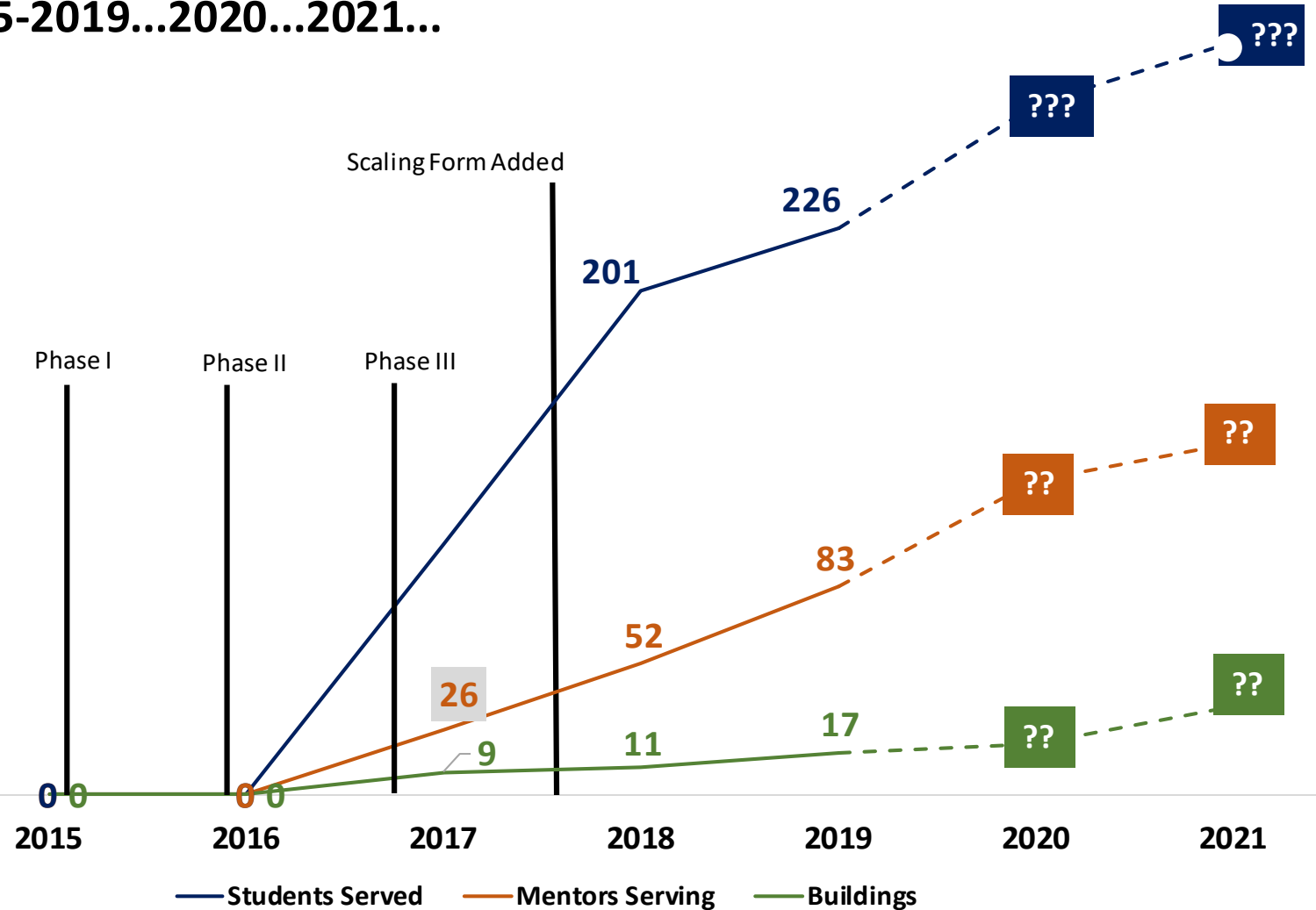
All districts chose an EBP called Check and Connect to implement.



# SSIP Scaling Data

## Scaling Up of Check & Connect--SSIP Partner Districts 2015-2019...2020...2021...

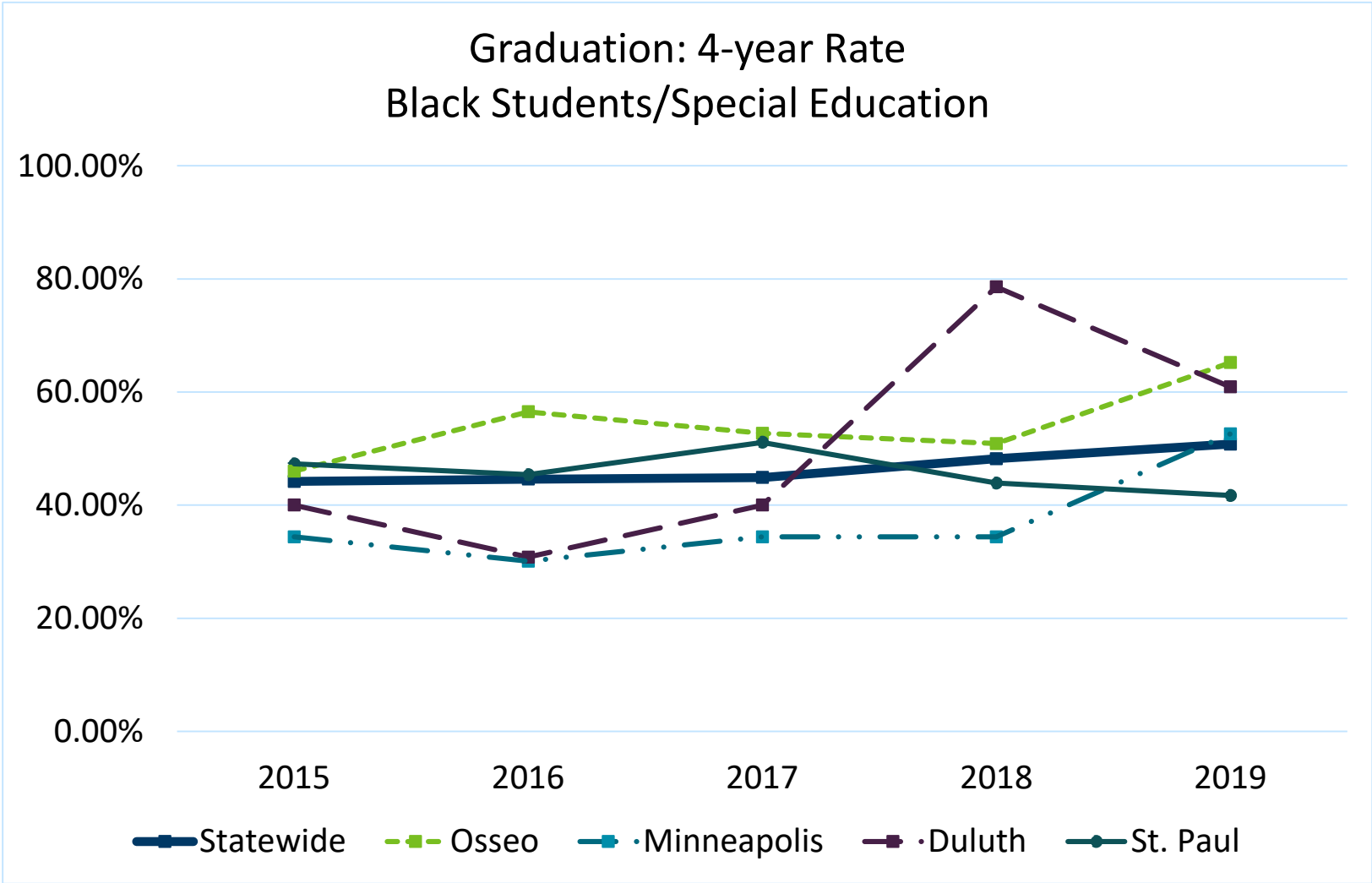
Years	Mentors	Students
2019-20	90	197





# Student Outcomes for SSIP Districts

In the 2019-20 school year, 70 percent of the students eligible to graduate who participated in the project, graduated. The remaining students are all expected to continue this coming school year.



# Comments and Questions

What came to mind while looking at the data?

Would you add anything to the MTSS principles?

# Classroom MTSS Example

## **Tier 1:**

All educators ensure quality delivery of core instruction.

Educators study student screening, diagnostic, progress monitoring, and formative data to identify student needs.

Educators study instructional data to improve fidelity of practices.

## **Tier 2:**

Educators identify practices for groups of students who need targeted assistance.

## **Tier 3:**

Educators identify interventions for individuals with a much more comprehensive, thorough, and intensive approach.

# Schoolwide MTSS Example

## **Tier 1:**

All educators are trained with opportunity to practice.

Provide coaching to all educators.

Building leadership team studies implementation data to identify educator needs.

## **Tier 2:**

Educators identified for refresher training on specific components.

Educators at fidelity could begin other practices to meet student needs.

## **Tier 3:**

Intensive coaching for some educators.



# Regional/District MTSS Example

## **Tier 1:**

Ensures all school educators are trained with consistent information.

Ensures coaching to all school coaches and educators.

Leadership team studies implementation data from schools/districts to identify needs.

## **Tier 2:**

Schools/Districts may be grouped for specific technical assistance.

## **Tier 3:**

A school/district may be identified for help with building necessary functioning systems.

# Statewide MTSS Example

## **Tier 1:**

Provide general guidance. Ensure productive policy. Align initiatives and funding. Build relationships with purveyors.

Market MTSS and communicate expectation to measure implementation.

Analyze regional/district implementation data and action plan to support areas of need.

## **Tier 2:**

Groups of sites (district support) are identified as most in need of improvement for implementing MTSS core instruction.

Agreement on tool to measure it.

Community of Practice created and webinars specific to this group.

## **Tier 3:**

Focus on districts with highest concentration of the population related to the outcomes identified. Purveyor involved. Deeper measurement.

In what ways does your organization serve as an MTSS? Or what does it take to move from doing the parts to being a support system?

What is one next step to use MTSS to ensure equity and improve outcomes for truancy, attendance, or grades?



# Short- and Long-Term Plans

Continue MTSS data collection to learn more while creating an improved, broader collection of data on MTSS.

CCSSO national Community of Practice opportunity to build guidance on MTSS covering SEL and Whole Child.

Align school improvement plans across programs and funding.

Focus on effective implementation of MTSS – measure the functioning of systems and the fidelity of practices.



# Thank you!

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