MTSS
MULTI-TIERED
SYSTEMS OF SUPPORT

A LOOK AT THE SYSTEMS TODAY IN CALIFORNIA
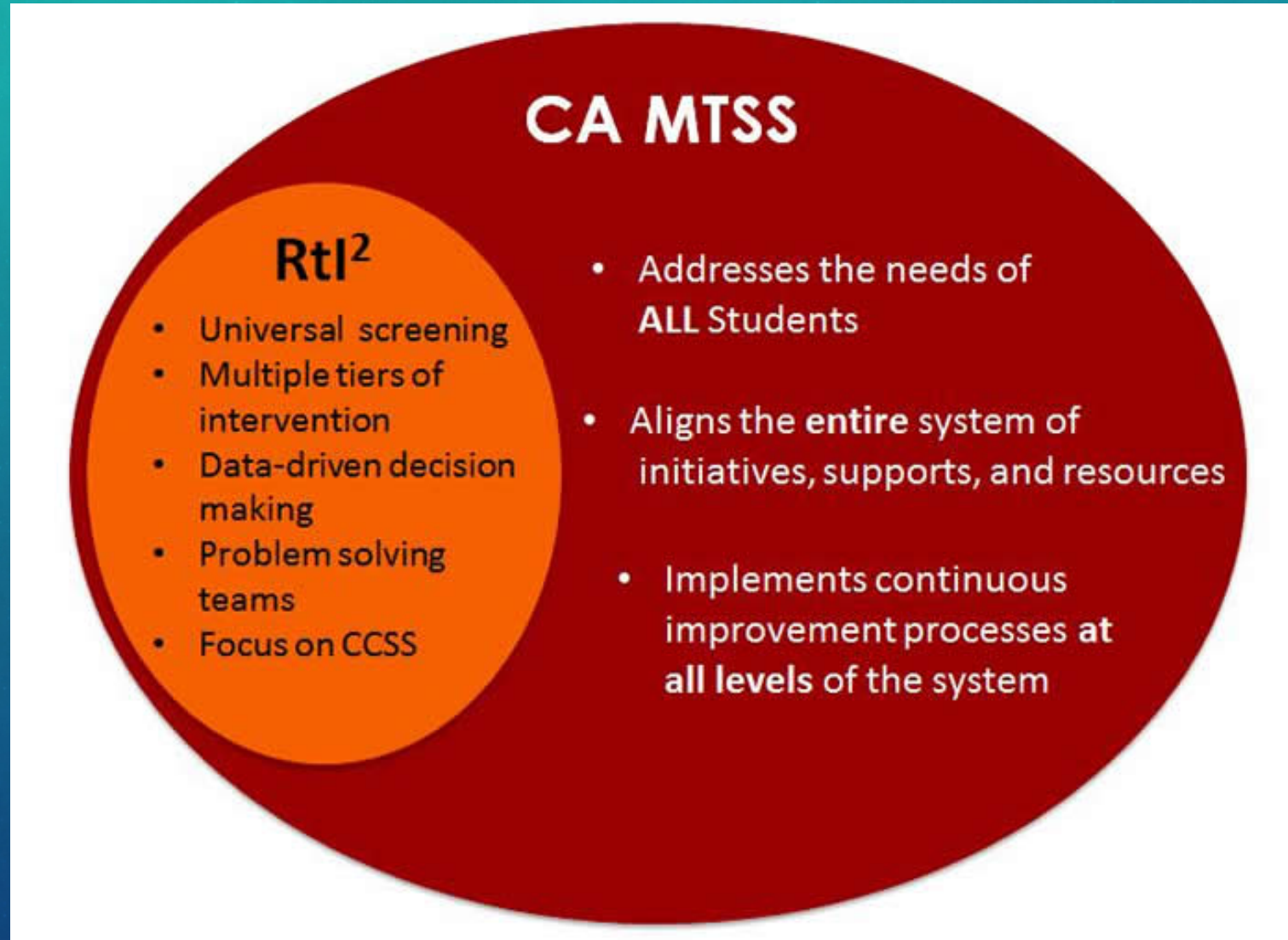
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WHAT IS THIS IN CALIFORNIA?

CA MTSS

RtI²

- Universal screening
- Multiple tiers of intervention
- Data-driven decision making
- Problem solving teams
- Focus on CCSS

- Addresses the needs of **ALL** Students

- Aligns the **entire** system of initiatives, supports, and resources

- Implements continuous improvement processes **at all levels** of the system

The California Department of Education's (CDE) definition of
Multi-Tiered System of Supports (MTSS)

provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI2) as well as additional, distinct philosophies and concepts.

CDE's Definition of MTSS

"In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students."

MTSS has a broader scope than does RtI2. MTSS also includes:

❖ Focusing on aligning the entire system of initiatives, supports, and resources.

❖ MTSS addresses the needs for all students, including gifted and high achievers.

❖ Endorsing Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.

❖ MTSS is not designed for consideration in special education placement decisions, MTSS focuses on all students in education contexts.

MTSS Similarities to RtI2 MTSS incorporates many of the same components of RtI2, such as

❖ Integrating a data collection and assessment system, including universal screening, diagnostics and progress monitoring, to inform decisions appropriate for each tier of service delivery.

❖ Relying on a problem-solving systems process and method to identify problems, develop interventions and, evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.

❖ Using research-based positive behavioral supports for achieving important social and learning outcomes school-wide and in the classroom .

❖ Creating a collaborative approach to analyze student data and working together in the intervention process.

RtI2 was implemented in California to meet federal requirements in 2006

➢ There has been much research around RtI and RtI2.

➢ Some of the greatest arguments in California are around the qualification for special education services using RtI to get around the discrepancy model.

➢ We will take a closer look at the RtI2 model that is still used as a component of the MTSS now being used by most school districts in California.

High-quality, differentiated classroom instruction.

All students receive high-quality, standards- based (with a focus on CCSS),
culturally-and linguistically-relevant instruction in their general education classroom settings by highly qualified teachers, who have high academic and behavioral expectations, attained through differentiated learning instructional strategies in,
such as Universal Design for Learning.

❖MTSS principles promote continuous improvement processes at all levels of the system (district, school site, and grade/course levels).

❖Collaborative restructuring efforts made to align RtI2, CCSS, identify key initiatives, collect, analyze, review data, implement supports and strategies based on data are then refined as necessary to sustain effective processes.

Integrated data system.

❖ District and site staff will collaborate to create an Integrated data collection system.

❖ Assessments such as state tests, universal screening, diagnostics, progress monitoring, and teacher observations at the site as well as parent input will be used.

❖ The data will be used to make decisions about tiered support placements for students and determine intervention structures.

Positive behavioral support.

❖ Research-based positive behavioral supports for achieving important social and learning outcomes will be selected by district and school staff collaboratively.
❖ A strong focus on integrating instructional and intervention strategies.
❖ Systemic changes based on strong, predictable, and consistent classroom management structures will be required across the entire system.