Minnesota Multi-tiered System of Supports (MnMTSS)

MnMTSS 101
Overview of MnMTSS

MnMTSS Professional Learning and Development Team

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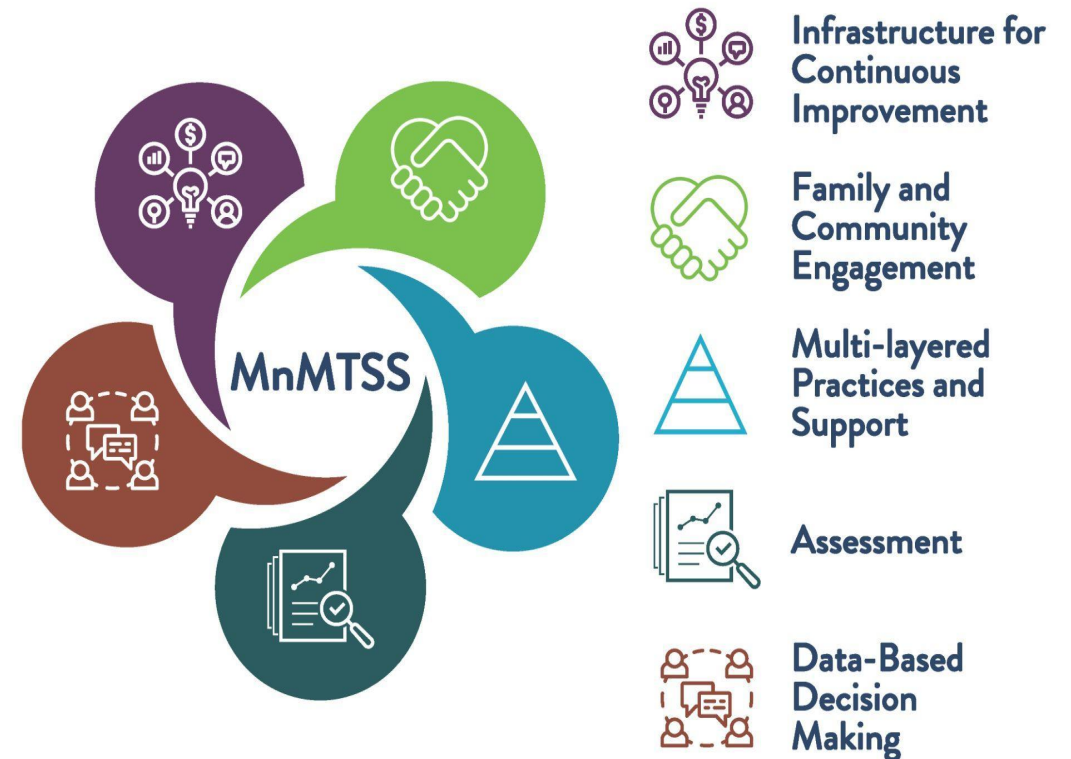
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Part 1: Overview, history of development, introduction to the five components

Part 2: Infrastructure for Continuous Improvement

Part 3: Family and Community Engagement <u>and</u> Multi-Layered Practices and Support

Part 4: Assessment <u>and</u> Data-Based Decision Making

- Infrastructure for Continuous Improvement
- Family and Community Engagement
- Multi-layered Practices and Support
- Assessment
- Data-Based Decision Making

Visit the [MnMTSS Minnesota Department of Education website](#) to download a copy of the MnMTSS framework

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▶ Minnesota Multi-tiered System of Supports (MnMTSS)

Contact

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Minnesota Multi-ti...

The Minnesota Multi-Tiered System of ...
emotional, behavioral, developmental...
and linguistically responsive, evidence...
In addition, it engages an anti-bias and socially-just approach to examining policies a...
resources and opportunity.

Review the MnMTSS Framework.

The MnMTSS Canvas Course provides asynchronous modules developed to support ...
materials and implementation of MnMTSS.

MnMTSS Professional Learning Opportunities 2023-2024 - 4/27/23
This document outlines the MnMTSS professional learning opportunities available to district and school teams during the 2023-2024 school year.

+ Five Fundamental Components of MnMTSS

+ MnMTSS High School Playbook

+ MnMTSS Implementation Roadmap

+ MnMTSS Professional Learning and Development Guidebook

+ MnMTSS Team Guidebook

+ Frequently Asked Questions

Search   **Search**

System of Supports Work As A Safety Net To Help Students Succeed

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The History of Response to Intervention (RTI) and Multi-tiered System of Support (MTSS)

- The 2004 reauthorization of Individuals with Disabilities Education Act (IDEA) introduced the concept of Response to Intervention (RTI) as an alternative way to identify students with a specific learning disability.

- The term RTI (Response to Intervention) emerged in the early 2000's. The framework existed in education long before that under various names.

- Some viewed RTI as a special education only initiative, even though it aligned with requirements under the Elementary and Secondary Education Act (ESEA) and is a school-wide prevention model.

- RTI was replaced with the term Multi-Tiered System of Support (MTSS) to imply a more systems focused framework around 2009.

We know we have **gaps**

We have opportunity gaps for students

We also have gaps between research & practice

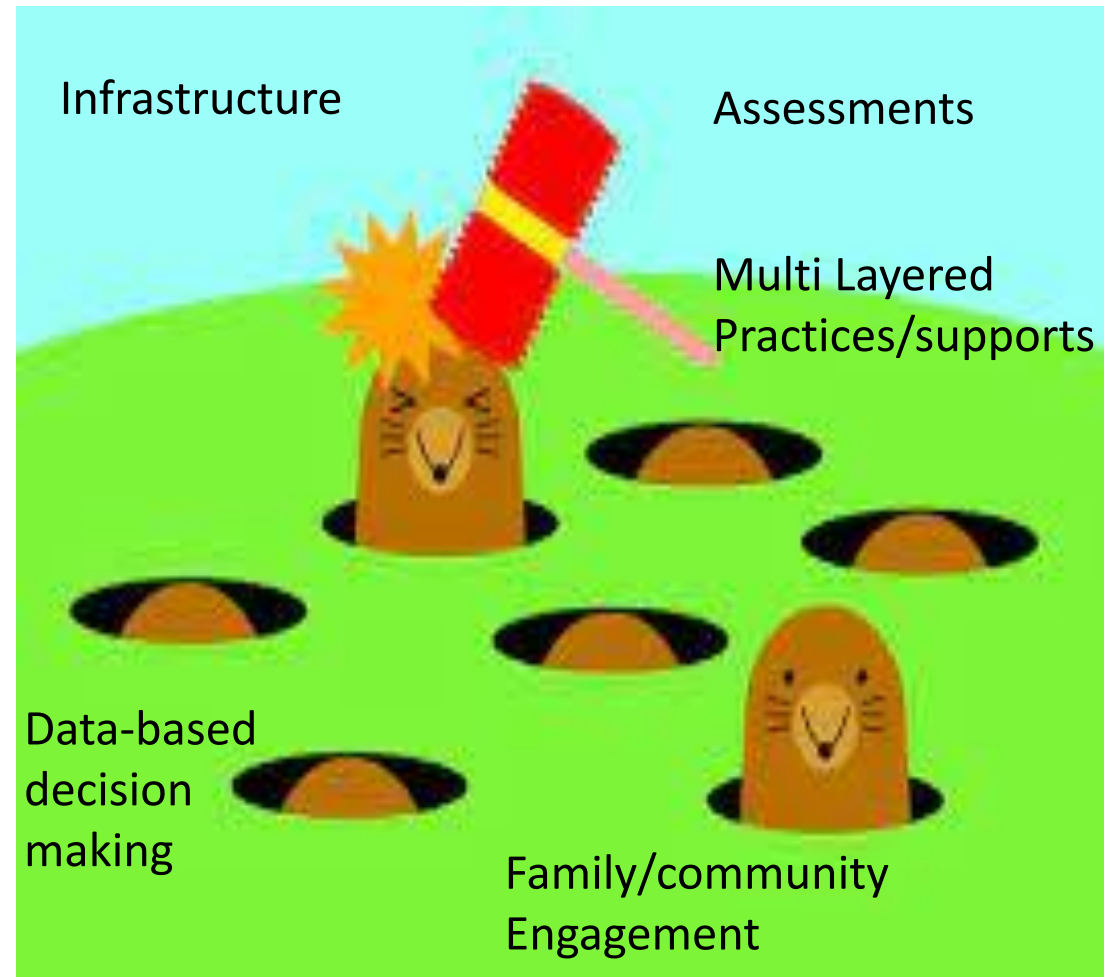# If, "every SYSTEM is perfectly designed to get the results it gets…"

…then, SYSTEMS need to change in order to change results.

MTSS is a coherent system.

MTSS systems are becoming increasingly common across the United States and are associated with efficient use of resources and positive student outcomes.

MTSS is a System

- All parts of the system interact with each other
- Problems with one part can impact other parts (e.g., whack a mole)
- Examples:
  - District implements MTSS without an aligned plan impacts fidelity and outcomes
  - Assessments identify students who need supports but there is not a schedule to provide support
  - MTSS is Adaptive Change

Infrastructure

Assessments

Multi Layered Practices/supports

Data-based decision making

Family/community Engagement

Recent Background in Minnesota

- RTI - 2004 Reauthorization of IDEA morphed to MTSS in about 2009

- Building on the work already happening across the country, within MDE and within the districts and schools we serve

- MDE convened a statewide group in 2020 with representatives from many professional organizations to develop a Minnesota specific definition and Core Components of MnMTSS

- MnMTSS Framework launched as a cornerstone of the Collaborative Partnership to Advance Student Success (COMPASS) late 2021

COMPASS
Collaborative Minnesota Partnerships to Advance Student Success
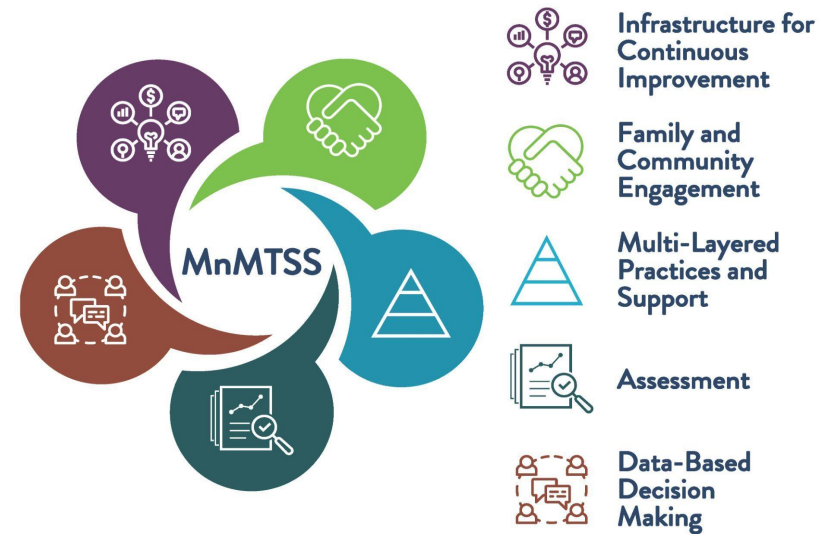
C O M P A S S	
Statewide Model for Continuous Improvement	Statewide Framework for Continuous Improvement

Infrastructure for Continuous Improvement

Family and Community Engagement

Multi-Layered Practices and Support

Assessment

Data-Based Decision Making

MnMTSS

Organizations Represented in Development of the Minnesota Definition and Core Components

- Association of Metropolitan School Districts (AMSD)
- Building Assets, Reducing Risks (BARR)
- Educators from several districts in Minnesota
- Learning Disabilities Association of Minnesota (LDA of Minnesota)
- Regional Centers of Excellence
- Minnesota Children's Cabinet
- Minnesota Administrators for Special Education (MASE)
- Minnesota Association of School Administrators (MASA)
- Minnesota Assessment Group (MAG)
- Minnesota Children's Cabinet

- Minnesota Collective for Educational Equity (MnCEE)
- Minnesota Department of Education
- Minnesota Department of Health
- Minnesota Department of Human Services
- Minnesota School Board Association (MSBA)
- Minnesota School Counselors Association (MSCA)
- Minnesota School Psychologists Association (MSPA)
- Minnesota School Social Workers Association (MSSWA)
- UMN Educational Psychology Department

MnMTSS Definition

Minnesota Multi-Tiered System of Supports (MnMTSS) is a **systemic, continuous improvement framework** for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.

MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive.

In addition, it engages an anti-bias and socially-just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.
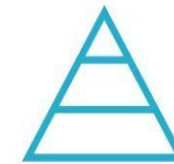
Minnesota Multi-Tiered System of Supports

MnMTSS

Infrastructure for Continuous Improvement

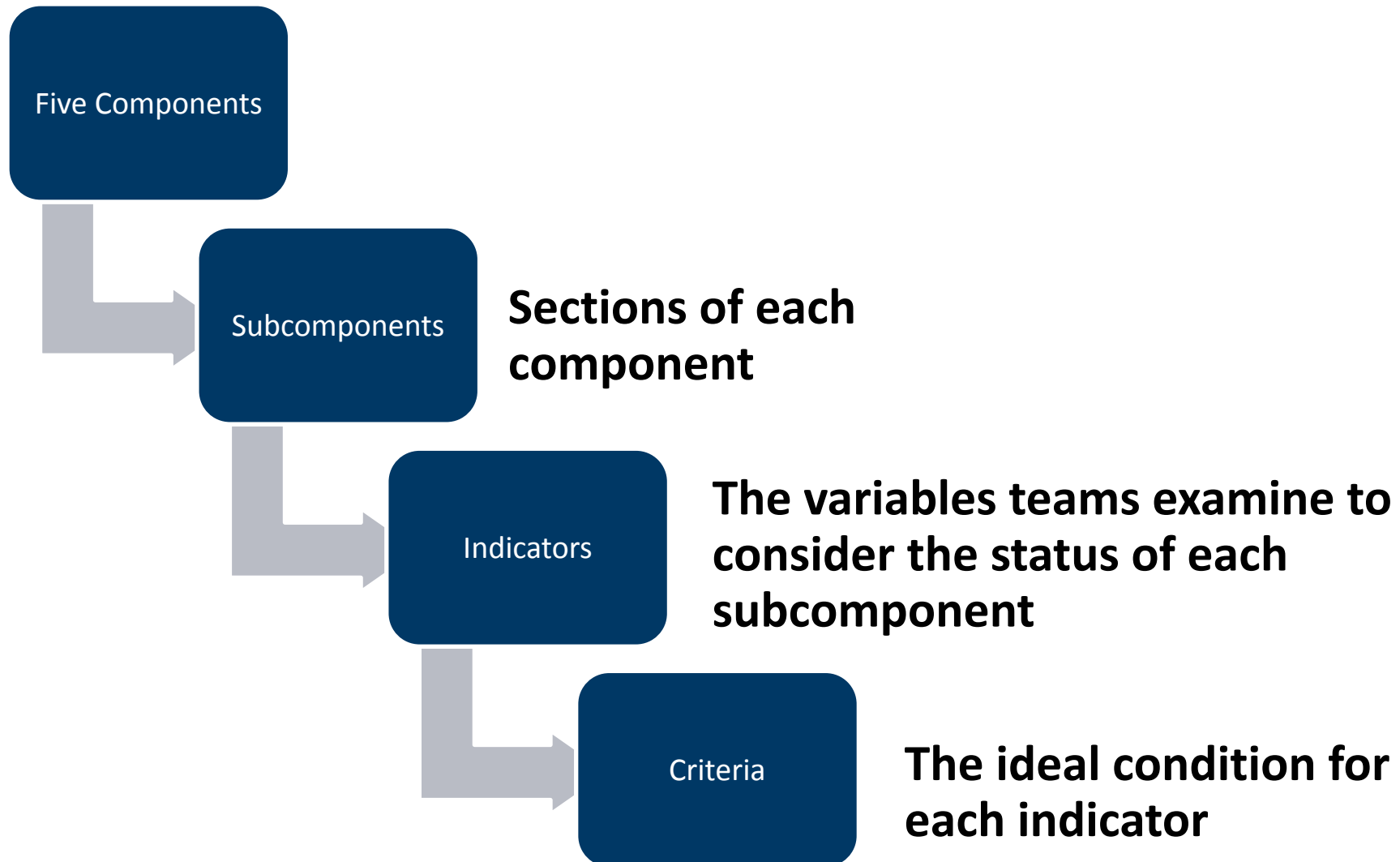Family and Community Engagement

Multi-layered Practices and Support

Assessment

Data-Based Decision Making

Organization of the MnMTSS Framework

Five Components

Subcomponents — **Sections of each component**

Indicators — **The variables teams examine to consider the status of each subcomponent**

Criteria — **The ideal condition for each indicator**

For Example….

#2 Family & Community Engagement

⬇

Subcomponent 2.1 Amplify Family Voice

⬇

Indicator: Educators Transform Power Dynamics

⬇

Criteria: Schools analyze ways that current systems create barriers for students and families from specific backgrounds and reform policies, procedures, and norms to remove barriers and benefit groups that are, or have been, marginalized.

Prime opportunity to recognize and intentionally address and eliminate barriers long standing inequities!

MnMTSS

Plan: Select Strategies and Create a Plan
How are we going to get where we want to be? How will we inform implementation?

Do: Implement the Plan
How's it going? What's next?

Plan

Do

Continuous Improvement Cycle

Act

Study

Act: Adjust the Plan and Improve
Should we reassess our team, plan and strategies?

Study: Assess the Impact
Where are we now? How did the plan work? What are our next steps?
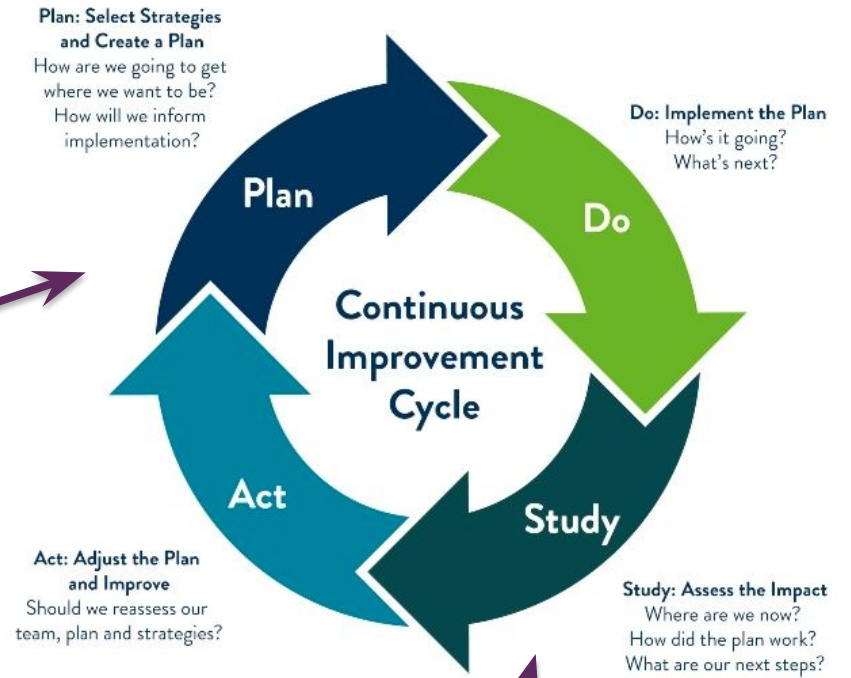
Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT)

MnMTSS as an Anchor for Continuous Improvement

Instructional Coaching

School Improvement

Professional Learning Communities

Positive Behavior Support

New Curricular Materials

Gibbons, 2017

Braid other district & building initiatives into a Single Framework. This should help your district accomplish its goals.

What we are trying to avoid: Reasons for MTSS Failure

Leadership fails to adequately plan and support implementation

Partners are not fully engaged early and often in planning and monitoring levels of implementation

Underestimation of the level of readiness, basic competencies and the extent of coaching and support required

Inadequate intensity of instruction and intervention are delivered and do not produce the intended results

Data systems are not integrated and designed to meet educator needs

MnMTSS Implementation Roadmap

Describes the recommended implementation steps and includes the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT) and Action Planning Guide

Step 1
Identify District Leadership Team and establish meeting dates

Step 2
Review **MnMTSS Framework**. Ensure Clarity and Agreement on 'Why' MnMTSS

Step 3
Determine the current level of implementation using the SEMI-DLT

Step 4
Identify district priorities for increasing levels of implementation

Step 5
Develop an action plan for each prioritized area

Step 6
Implement action plans.

Step 7
Determine current level of implementation at all school sites

Step 8
Identify school priorities for increasing levels of implementation

Step 9 Monitor fidelity to action plans. Re administer SEMIs.

Minnesota Multi-Tiered System of Supports

MnMTSS

Infrastructure for Continuous Improvement

Family and Community Engagement

Multi-layered Practices and Support

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Component 1: Infrastructure for Continuous Improvement

The physical, relational, and procedural mechanisms in a system that supports people as they coordinate and work effectively together.

The **structural stability for initiatives to be installed, sustained**, and improved independent of particular individuals and personalities.

An **effective infrastructure increases the likelihood that improvement efforts are focused and aligned** and that educators are empowered to ensure equitable, healing-centered, asset-based social, emotional, behavioral, developmental and academic outcomes.

Component 1: Infrastructure for Continuous Improvement

1.1 District Mission, Vision, Policies, & Procedures

1.2 Leadership

1.3 Core Beliefs

1.4 School Climate

1.5 Professional Learning

1.6 Collaborative Linked Teams

District Mission, Vision, Policies, and Procedures

Subcomponent 1.1

The district expresses and promotes an **explicit purpose in providing equitable educational services** to the community.

The district develops and implements **policies and procedures** that embody a **multi-layered, equity-centered systemic approach** to **honoring multiple identities** and instilling a **sense of agency and belonging** for all members of the school community.

Leadership

Subcomponent 1.2

All district and school leaders **act collectively** and **individually** to establish the **vision and expectations** for implementation of an **equity-focused MTSS** across the PreK-12 system.

Leaders collaborate with one another and within and across collaborative linked teams to provide both **technical** and **adaptive** support for all components of the framework.

Technical Leadership

Problems and Solutions:

- Easy to identify

- Can sometimes be solved by mandates

- Rarely involves looking at the underlying root causes of problems
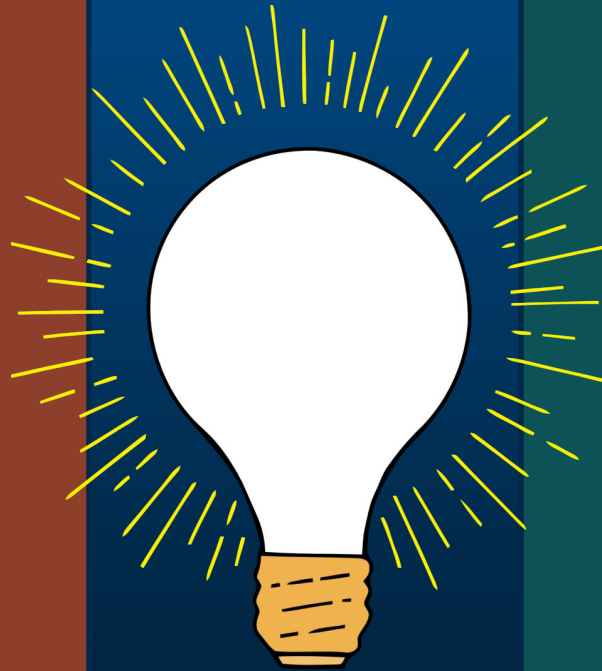
Adaptive Leadership

Problems and Solutions:

- Requires a systems view

- May involve change in values

- Are difficult to identify

- Requires ownership of the problem by the people closest to it

- Requires experimental thinking

Core Beliefs

Subcomponent 1.3

…about themselves, students, families, and communities **inform the actions that educators take** and are developed **based on each person's own cultural, racial, gender, and socioeconomic background**.

All staff are provided an opportunity to routinely **examine the impact of implicit bias and the beliefs they hold** on their professional practice and student outcomes.

Beliefs Inform Actions and Actions Inform Beliefs

Core Beliefs about students and families honor their background, cultures and abilities

Core beliefs about effectiveness when educators work together towards common goals
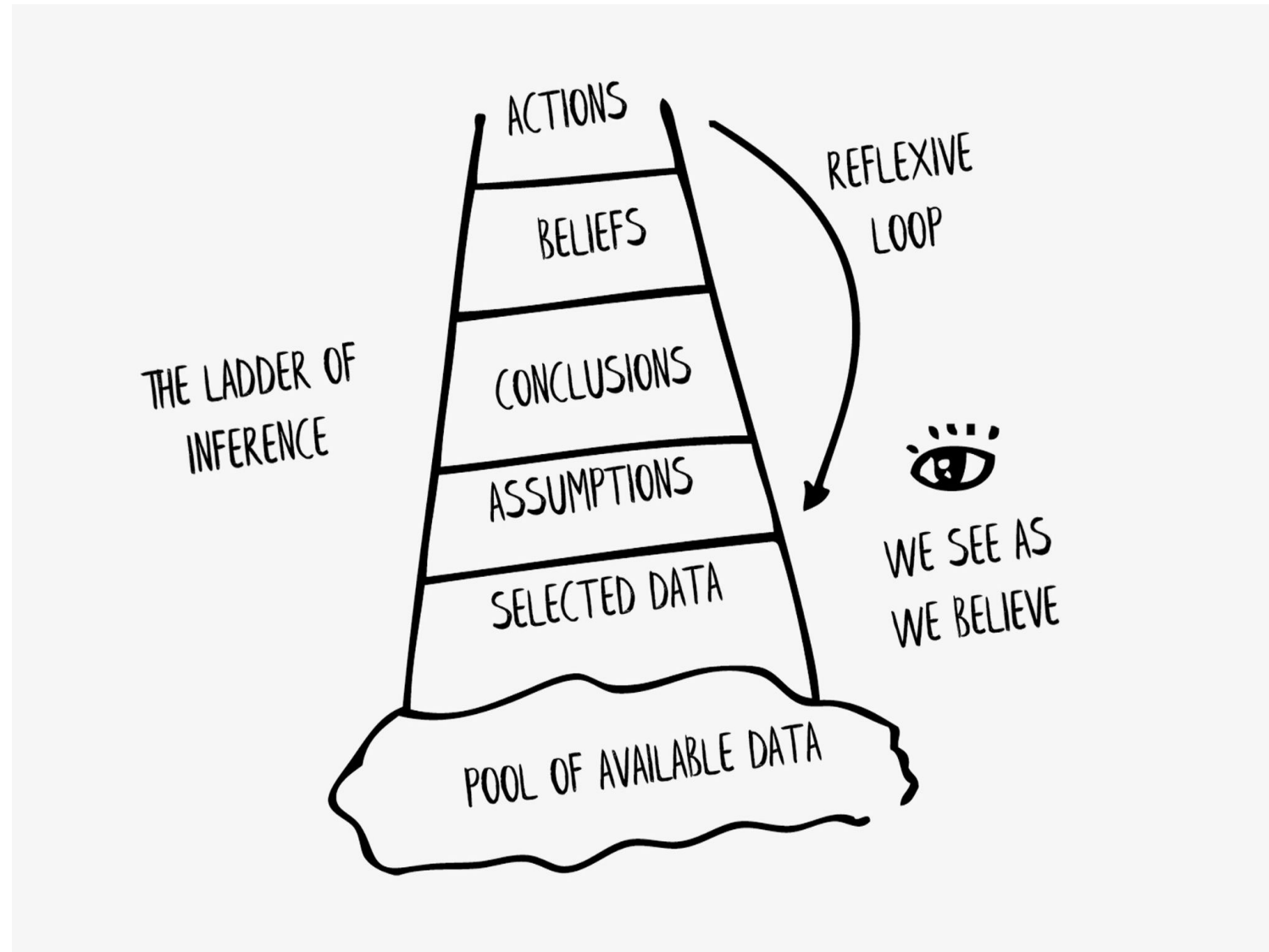
School Climate

Subcomponent 1.4

…is the quality and character of school life, particularly as it relates to **patterns** of **students', caregivers'** and **school staff members' experiences**.

Reflects norms, goals, values, interpersonal relationships, teaching and learning, leadership practices, and organizational structures **anchored in culturally sustaining and linguistically responsive practices**

School Climate Improvement Model

Systemic + Instructional and Relational Management

District
- Leadership vision and support
- Meaningful engagement
- School climate assessment
- Policies and procedures that support vision, goals,

School-wide
- Adult modeling
- Physical environments
- Building management
- School connectedness
- Amplify student voice and engagement
- Student orientation
- Re-Engagement strategies

Classroom Practices
- Engaging and caring classrooms
- Teach social emotional skills
- Teacher pedagogies
- Promote school connectedness and positive relationships
- Classroom management
- Professional development

School Climate Improvement

Professional Learning

Subcomponent 1.5

…involves **training and coaching** to:

- develop the competency of all staff
  - in the **knowledge, skills, and dispositions**
  - that **improve student social, emotional, behavioral, developmental, and academic** outcomes *and*
- ensure **continuous educator growth** in anti-racist and culturally and linguistically sustaining instructional practices and decision-making

education.mn.gov/MDE/dse/mtss/

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+ Frequently Asked Questions

+ Additional Resources

System of Supports Work As A Safety Net To Help Students Succeed

Twitter

Physical activity can boost mood, sharpen focus, reduce stress, and improve sleep. Regular physical activity can...
https://t.co/FqwYGvCLWv

Quick Links

COVID-19 Information

A-Z Subject Directory

Sexual Harassment Policy

Special Education

Contact MDE

Minnesota Department of Education
400 NE Stinson Blvd.
Minneapolis, MN 55413

Collaborative Linked Teams

Subcomponent 1.6

Collaborative linked teams include:

- MnMTSS district leadership team,
- School building leadership teams,
- Grade-level or content (Tier 1) teams *and*
- Student intervention teams (Tier 2 and Tier 3)

Teams Functions
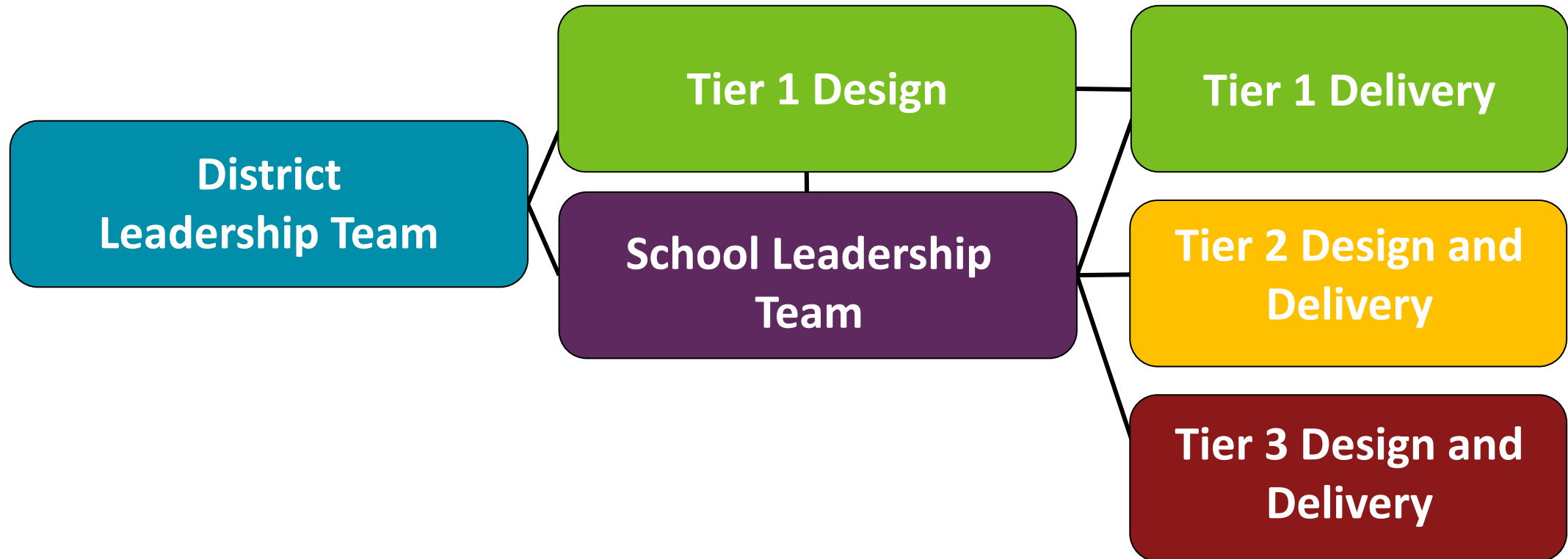
District Leadership Team → Tier 1 Design, School Leadership Team

Tier 1 Design → Tier 1 Delivery

School Leadership Team → Tier 2 Design and Delivery, Tier 3 Design and Delivery

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1.5 Professional Learning

1.6 Collaborative Linked Teams

Turn and Talk to a Partner:

What resonated or surprised you about this component?

If improved, which of theses could have the biggest positive impact in your system?

Minnesota Multi-Tiered System of Supports

MnMTSS

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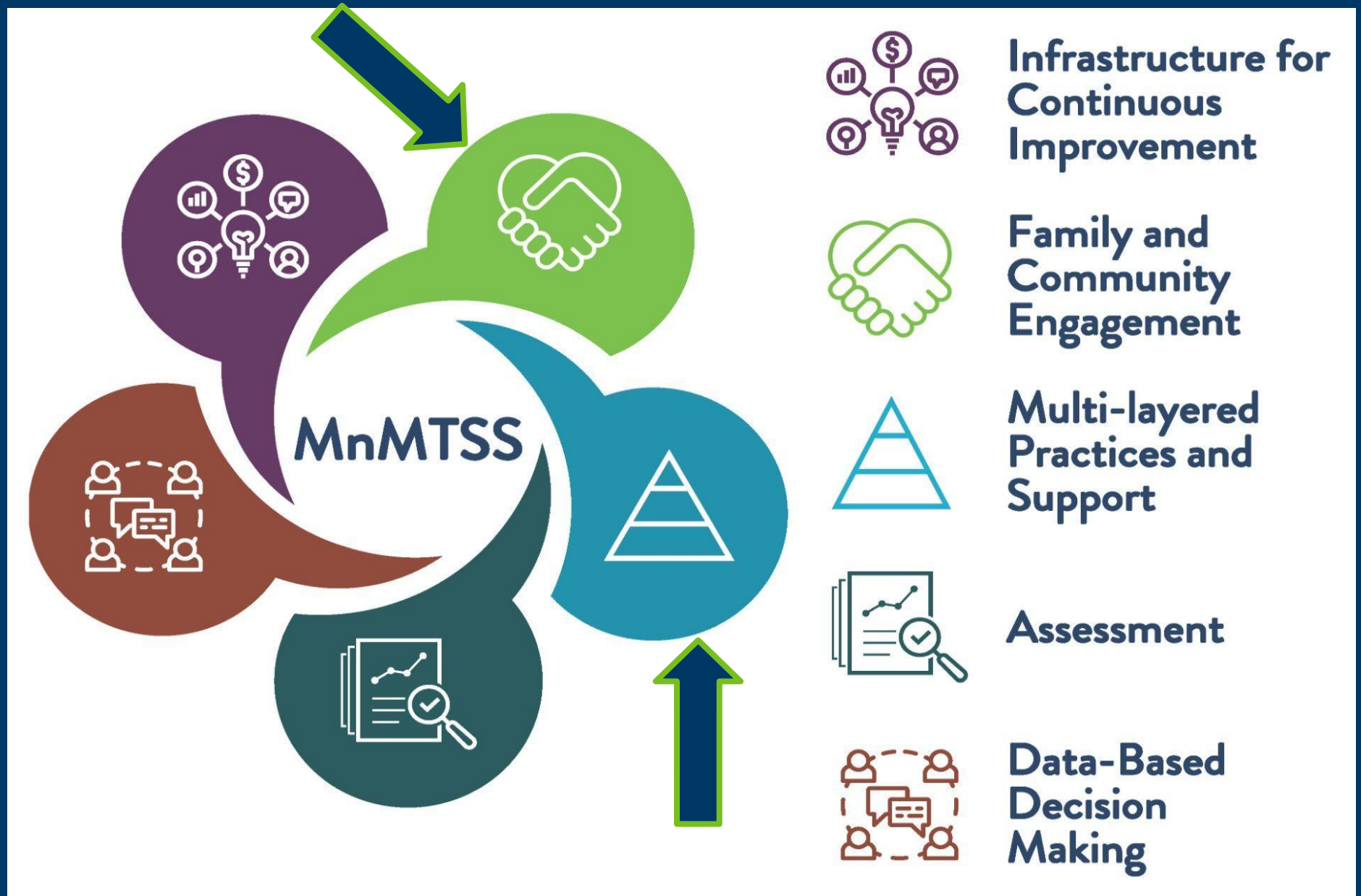
Component 2: Family and Community Engagement

A process and a practice **rooted in relational-trust** which creates opportunities for equitable partnerships between families and school and district staff.

These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and **honor the lived experiences, expertise, and cultural knowledge of all partners** - students, teachers, families, and communities.
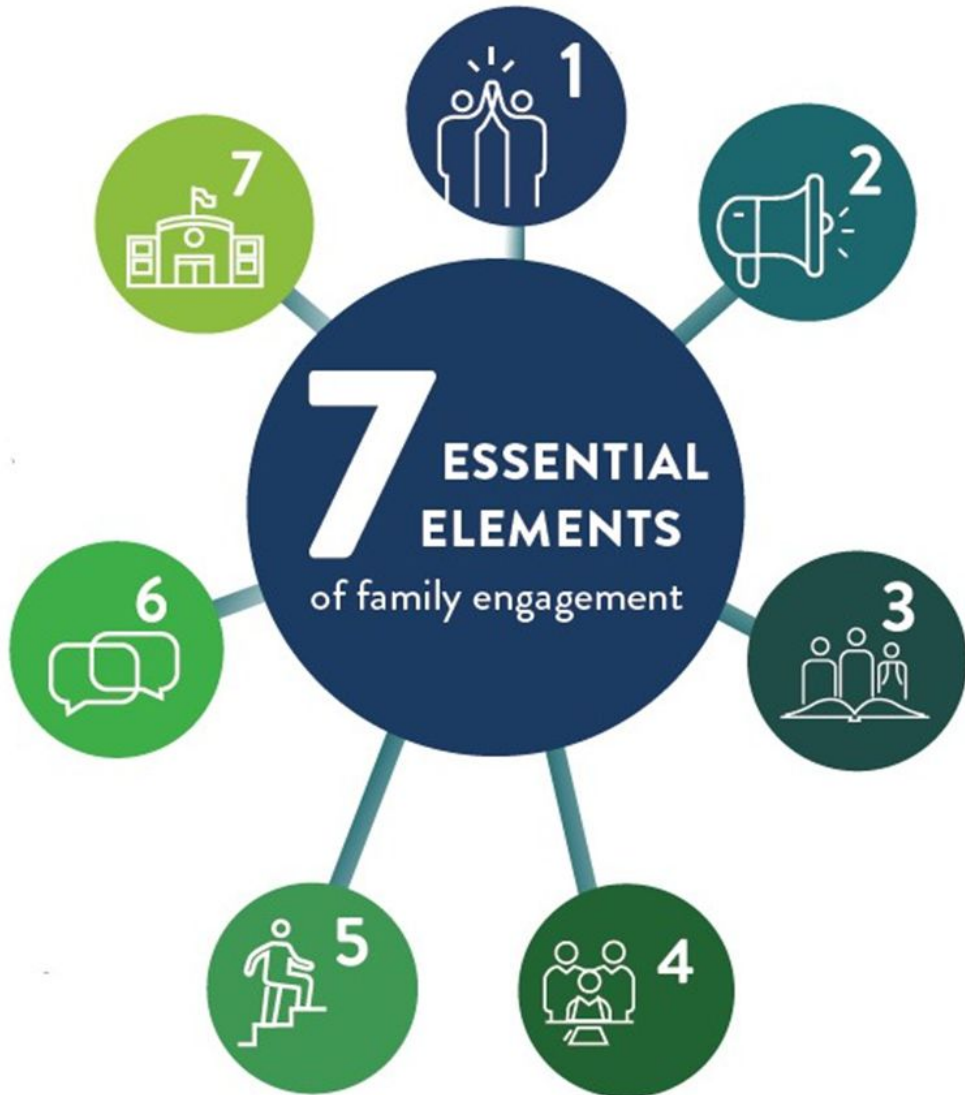
Essential elements of effective family engagement:

2.1 Sustain high-trust and reciprocal relationships

2.2 Amplify family voice

2.3 Link families to learning

2.4 Expect all departments and staff to partner with families

2.5 Commitment to continuous improvement of the family engagement process

2.6 Use inclusive and transparent communication

2.7 See the school as a community space

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2.0)

Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

Minnesota Family and Community Engagement School Capacity-Building Stages of Development Tool

Minnesota Family and Community Engagement School Capacity-Building Stages of Development Tool

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Family and Community Engagement is a process and a practice rooted in relational-trust which creates opportunities for equitable partnerships between families and school and district staff. These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and honor the lived experiences, expertise, and cultural knowledge of all partners - students, teachers, families, and communities.

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MnMTSS

How to use*: This tool is designed to help schools across Minnesota build their capacities to partner with absolutely every family in their school community. School teams are encouraged to approach this tool as a continuum reflecting a developmental view, rather than a rubric reflecting an achievement view. Page two introduces four stages of development in partnering with families and communities. Pages 3 –8 provide a non-exhaustive list of indicators to illustrate each essential element across the four stages of partnership. The tool is comprehensive and may feel overwhelming for teams at first. For this reason, teams are encouraged to prioritize 1 –2 essential elements, and commit to concrete and commit to concrete action steps to move forward, examine existing actions and experiences, and progress together in these elements through rapid cycles of improvement. Get started; get better!

These Family and Community Engagement Coaching Questions can help school teams have meaningful conversations and reflections as they progress through the stages of development towards Partnership School practices.

7 ESSENTIAL ELEMENTS of family engagement
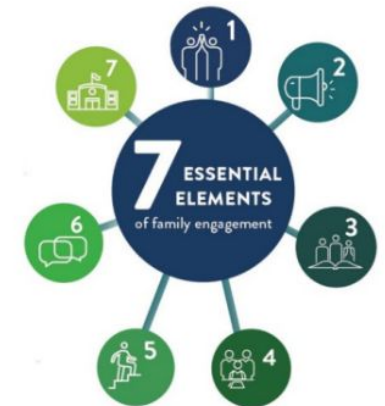
Link to resource

Componet 3: Multi-Layered Practices and Support

A school-wide, culturally and linguistically sustaining **multilayered system** of practices that **intensify instruction and supports as needed,** so that each student meets rigorous and meaningful social, emotional, behavioral, developmental, and academic benchmarks.
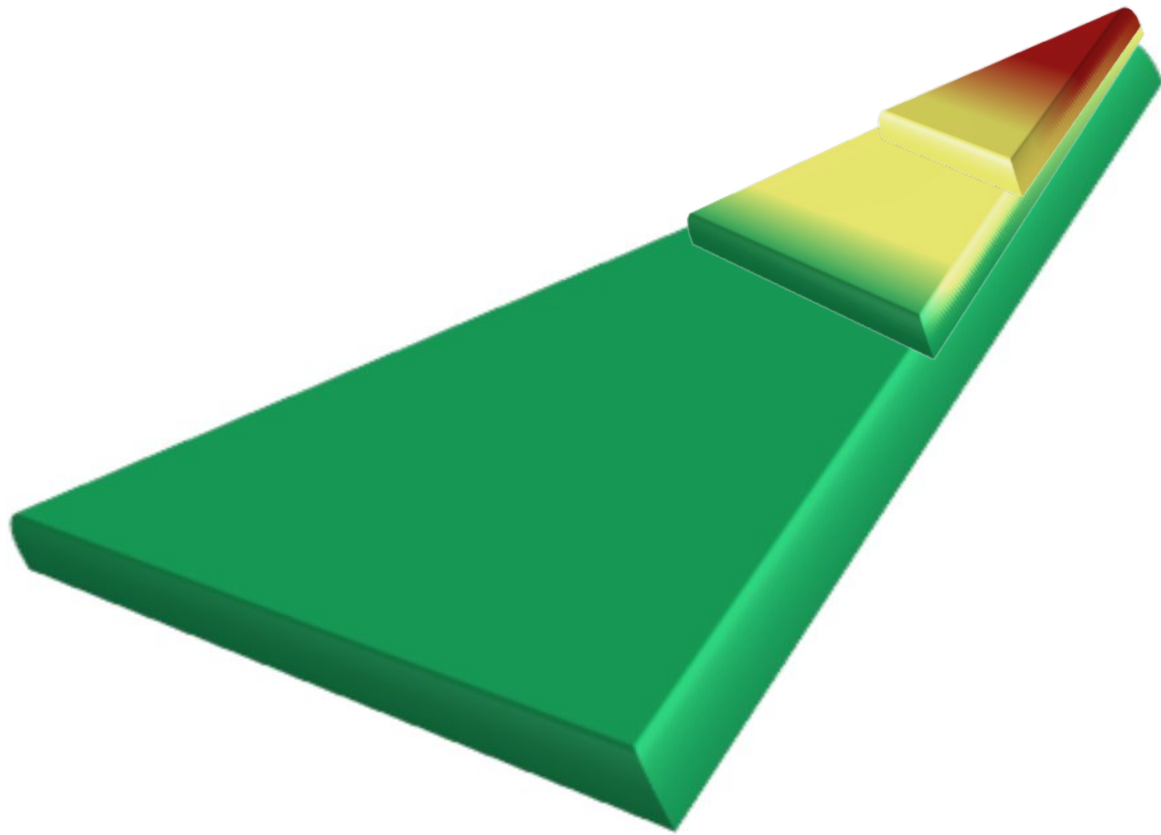
3.1 Tier 1 (Core) Practices

3.2 Tier 2 (Supplemental) Intervention

3.3 Tier 3 (Intensive) Intervention

Culturally and linguistically sustaining…

3.1 Tier 1 - standard-based and differentiated academic, social and emotional instruction for every student

3.2 Tier 2 - interventions provided to some students in addition (layered) to Tier 1 (core)

3.3 Tier 3 - individualized interventions provided to a few students and includes students with and without an Individualized Education Plan (IEP)

MnMTSS Tier 1 Indicators:

The use of evidence-based instructional materials

The use of evidence-based instructional practices

Continuous examination of Tier 1 targets

Fidelity to high quality Tier 1 instruction and programming for every student

Horizontal & vertical alignment that clarify expectations and builds student skills from one grade level to the next

Tier 1 Targets

- <u>Early Childhood and Elementary</u>: At least 80% of students meet standards from Tier 1 (core) programming alone in literacy, numeracy, social and emotional.

- <u>Secondary</u>: At least 80% of students meet standards from Tier 1 (core) programming alone in class grades, credit attainment, attendance, behavior, and SEL.

- <u>All grades</u>: At least 95% of students proficient at the beginning of the year are proficient at the end of the year.

MnMTSS Tier 2 Indicators:

Instructional materials are provided to students who need supplemental support

Fidelity: High Quality Tier 2 Intervention for Those Receiving It

Evidence-Based Tier 2 Instructional Practices Are Likely to Be Effective for Most Students

Aligned with Tier 1 and Designed to Help Students Meet Tier 1 Expectations

MnMTSS Tier 3 Indicators:

Evidence-Based Tier 3 Instructional Materials Are Provided to Students Who Need Intensive Support

Fidelity: Tier 3 Interventions are Monitored to Ensure Fidelity

Evidence-Based Tier 3 Instructional Practices Intensify and Individualize Supports for Students Who Require Customized Programming

Aligned to Student Specific Needs and To Making Students Successful with Grade Level Standards

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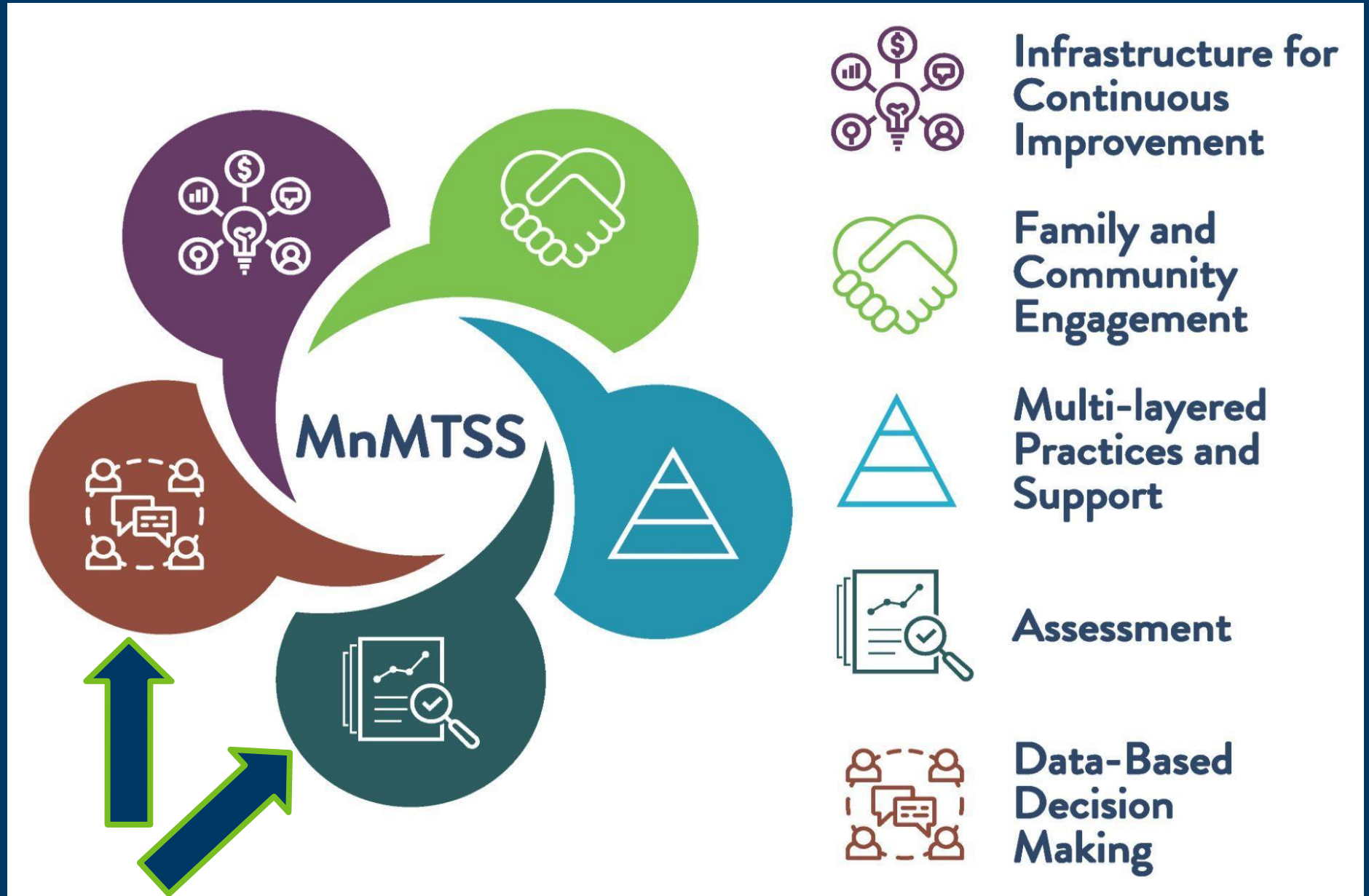
The process of **gathering evidence aligned to a very specific purpose** to be used in making educational decisions that improve the learning conditions for all students.

A **variety of assessment types** and tools are used, and the **results should be used** according to the **intended purpose** and the level of specificity of the information produced within the education system (classroom, school, district, statewide).

Together, information from each system layer and assessment type describes the learning outcomes in relation to the defined expectation for all students.

Component 4 Subcomponents/Purpose of Assessment

4.1 Systems Evaluation

4.2 Universal Screening

4.3 Progress Monitoring

4.4 Diagnostic Assessment

4.5 Outcomes Assessment
    for Summative Purposes

Component 5: Data-Based Decision Making

Data are used to **solve problems** and **make important decisions** that impact student academic, behavior, and social-emotional well being.

Such decisions should create **a continuous cycle of systems improvement** involving **educator support, policy enhancement,** and **procedural/instructional improvement.**

Data sources might include existing academic and demographic records, surveys, interviews, observations, program/policy/process data and fidelity data.

5.1 Accessible and Integrated Data

5.2 Educational Decision Making

5.3 Systems Performance

Current Performance

Performance Analysis

Plan Development

Plan Implementation

Plan Evaluation

Closing & Summary

2024-2025 MnMTSS Professional Learning Opportunities Coming Soon!

Minnesota Department of Education

Thank You!

Questions or Feedback: Compass.MDE@state.mn.us