



OREGON
DEPARTMENT OF
EDUCATION

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Multi-Tiered System of Supports (MTSS)

TARGETED INDICATORS

READING AT GRADE LEVEL BY 3RD GRADE

IMPROVED ATTENDANCE

IMPROVED DISCIPLINARY ISSUES

9TH GRADE ON-TRACK TO GRADUATION IDENTIFICATION AND SUPPORT

IMPROVED ENGAGEMENT



OREGON EXAMPLE

Beginning in 2017, ODE will partner with select Education Service Districts (ESDs) and Local Education Agencies (LEAs) to support MTSS implementation in Oregon school districts. A total of six ESDs and 30 LEAs from across the state will receive funding to support instructional coaching as well as professional development over the course of the next four years.

In addition, Oregon Response to Instruction and Intervention (ORTII) provides technical assistance to districts that want to meet the needs of all students. ORTII is a type of MTSS that can be used with other named strategies to more fully meet the needs of all students.

WHY WAS THE STRATEGY CHOSEN?

An MTSS approach is often chosen because school staff see the need for multiple, simultaneous interventions to address problems of struggling students. Some funding sources are available for only a few strategies while some programs have been created to address only a few targets. MTSS is considered a wise approach by many leaders, policy-makers and educators.

DESCRIPTION OF THE STRATEGY

A Multi-Tiered System of Supports (MTSS) is an integrated, systemic framework designed to use data-based problem-solving to respond to the needs of all students. MTSS aligns school systems to efficiently use resources while focusing on improving learning outcomes for all students. This is accomplished in an MTSS by focusing on effective core instruction (in both academics and for social/emotional) followed by evidence based and increasingly intensive or “tiered” interventions. (Source: Technical Assistance Center on Positive Behavioral Interventions and Supports).

MTSS is an early detection and prevention system that identifies the needs of students as they encounter obstacles to learning and provides supports to move students forward. Strategies common to MTSS include use of a comprehensive system of differentiated supports, evidence-based instruction, universal screening, progress monitoring, formative assessments, and research-based interventions matched to student’s needs. Frameworks such as Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) are aligned with MTSS. All MTSS aligned frameworks are built upon the installation of effective systems such as shared leadership, using data to inform decisions about a continuum of supports and evidence-based instruction and intervention and partnerships between families, schools and communities. MTSS done effectively compels a shift in thinking to the responsibility of all stakeholders to ensure that the systems and environments of the school support and enable student learning.



EVIDENCE THE STRATEGY IS EFFECTIVE

One type of MTSS, the implementation of Positive Behavioral Interventions and Supports, an integral component of an MTSS, has been linked in the research to:

- Decreases in problem behaviors as measured by office discipline referrals (Sherrod, Getch, & Ziomek-Daigle, 2009)
- A reduction in suspensions (Bradshaw, Mitchell, & Leaf 2010)
- Increases in reading and math achievement as measured by standardized tests (Menendez et al., 2008)
- Improved proportion of 3rd grade students who met the state reading standard (Horner et al. 2009)
- Improved 5th grade academic performance (Bradshaw, Mitchell, & Leaf 2010)
- Improved “organizational health” within schools (Bradshaw et al, 2008)

FUNDING OF THE STRATEGY

MTSS and RTI can be funded through several funding streams including federal programs (Title I-A, II-A and IDEA), state and occasionally private resources. As a systemic, preventive and equity-driven approach, MTSS is designed to meet all students’ needs by building a seamless system braided with other programs and services.

THE STRATEGY IS WORKING IN OREGON

Using an MTSS approach can help districts and schools achieve:

- Effective leadership
- Strong core curriculum and effective, inclusive instruction, improved social emotional programming and increased attendance
- Cohesive professional development
- Tiered system of support: Tier 1 - services/instruction that all students need, Tier 2 services/instruction for students needing moderate support, and Tier 3 intense services/instruction for those students at high risk.
- A comprehensive assessment system that includes screening and progress monitoring
- Data teaming procedures
- A Problem-Solving Model Family and Community Engagement

For more information, visit www.oregon.gov/ode.

LINKS TO RESOURCES FOR IMPLEMENTATION AND FURTHER RESEARCH

My Brother’s Keeper Promising Practices Series: Practices to Promote Grade-Level Reading by Third Grade,” Vol. 1 at:
<https://www2.ed.gov/about/inits/ed/earlyliteracy/k-3-literacy-multi-tiered-systems-of-support.pdf>

Oregon RTI at <http://www.oregonrti.org/>

Northwest PBIS Network at
<http://pbisnetwork.org/>

National Center for Learning Disabilities at
<http://www.nclld.org/?s=RTI>

SWIFT Schools at
<http://www.swiftschools.org/>

RTI Action Network at
<http://www.rtinetwork.org/>

The Center on Response to Intervention at
<http://www.rti4success.org/>

State Library Graduation Improvement Resources:
http://libguides.osl.state.or.us/grad_outcomes

CONTACT INFORMATION FOR QUESTIONS

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