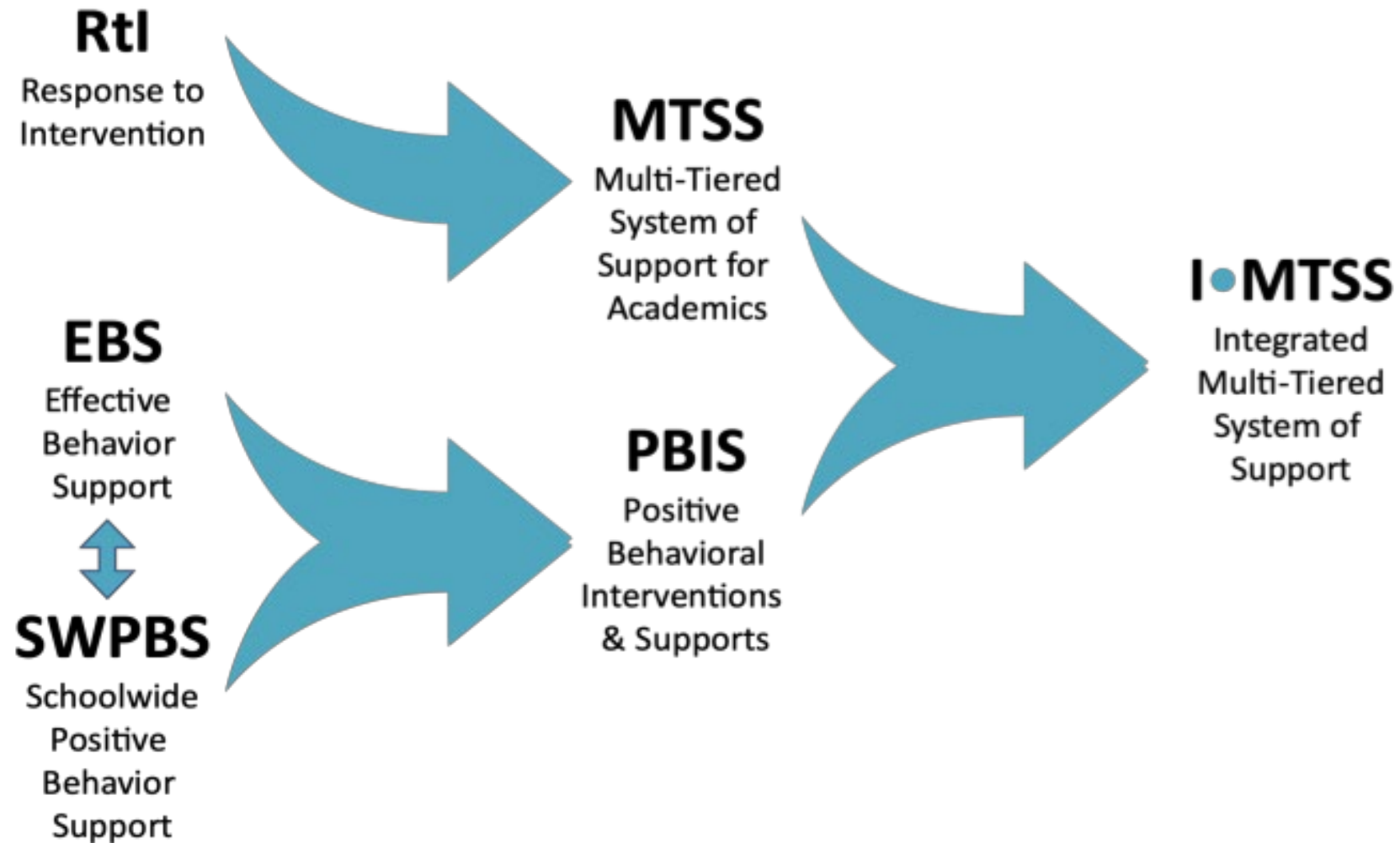


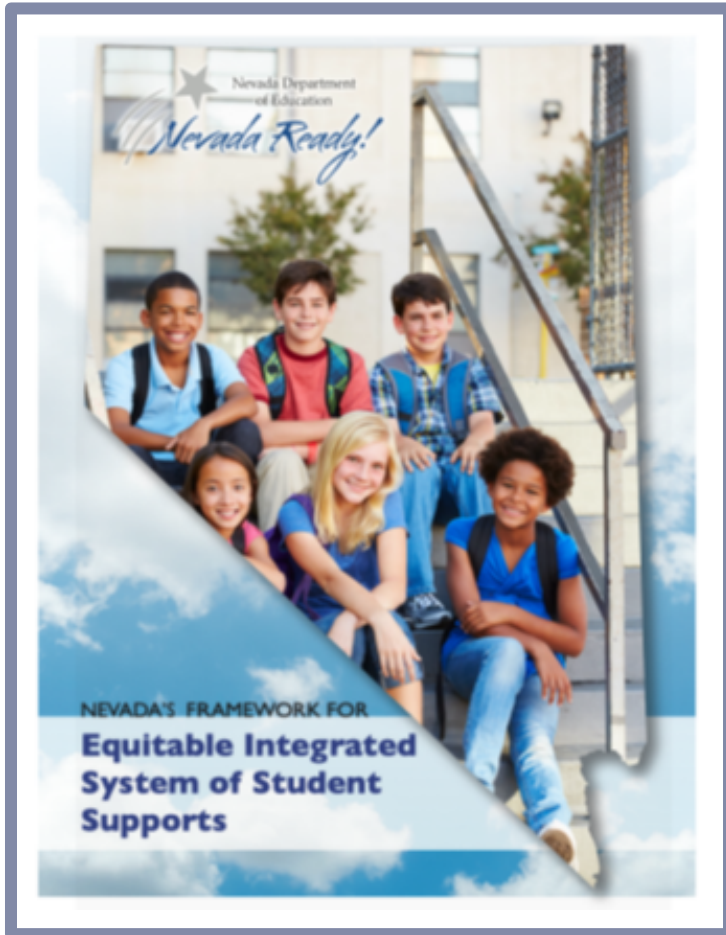


Multi-tiered Systems of Supports in Nevada

Integrating Frameworks (MTSS)

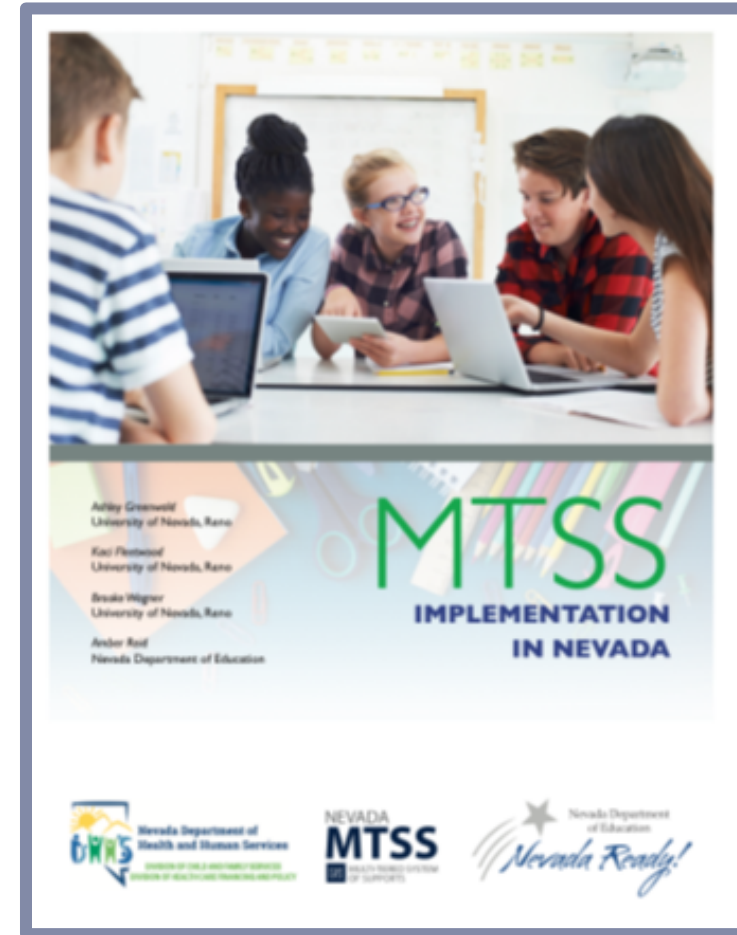


NDE Published MTSS Guidance



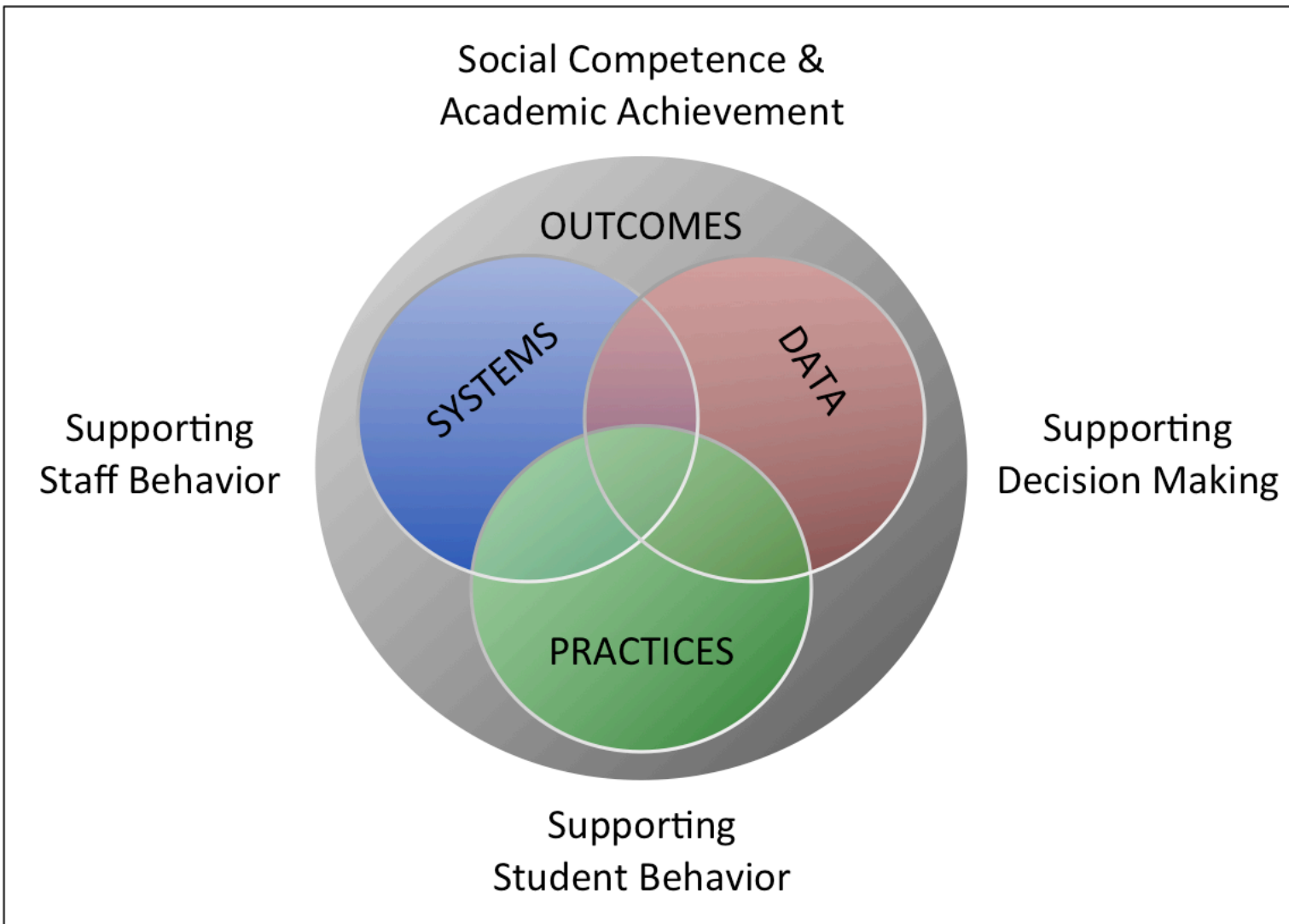
University of Nevada, Reno

2018

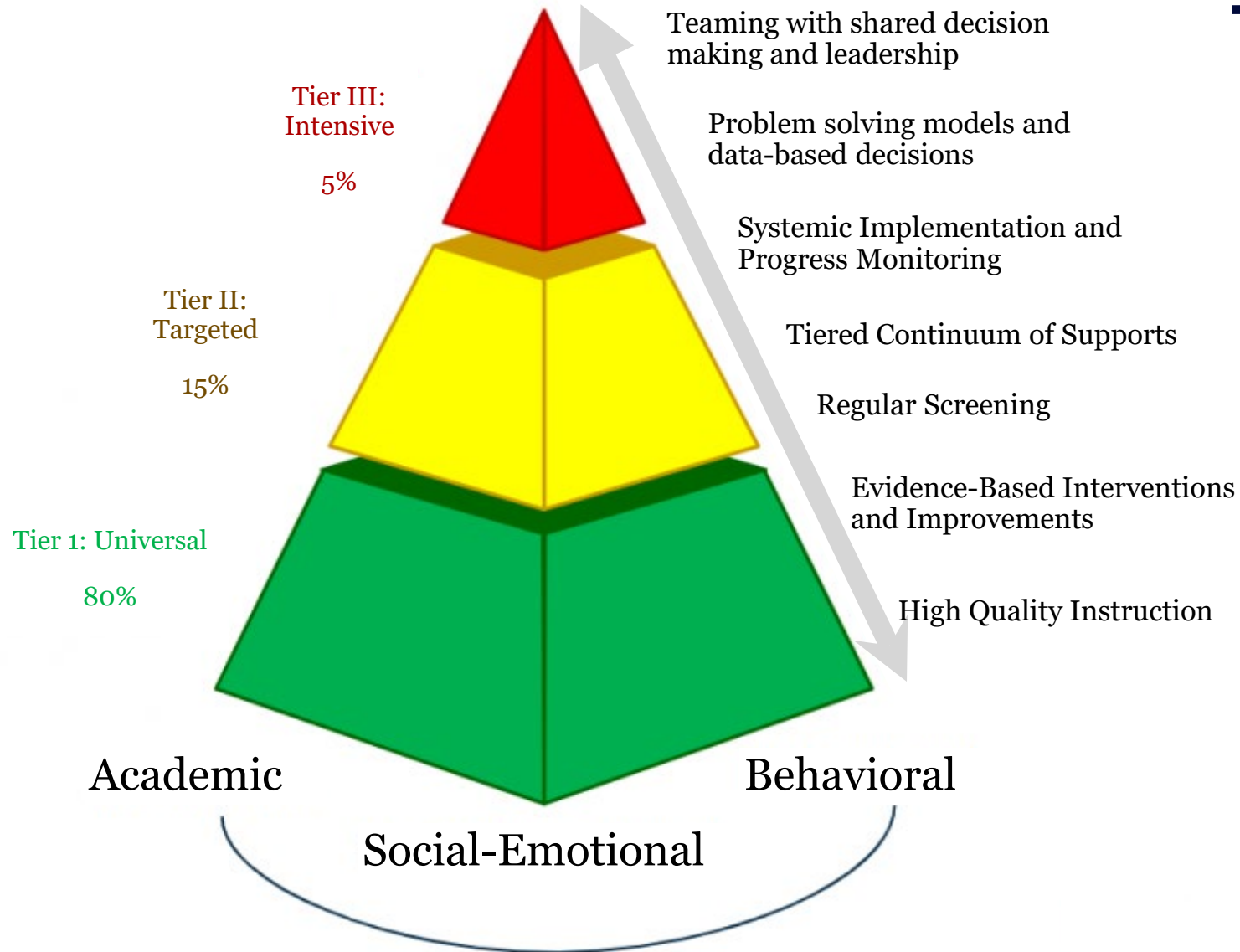


2022

MTSS is an Operating System

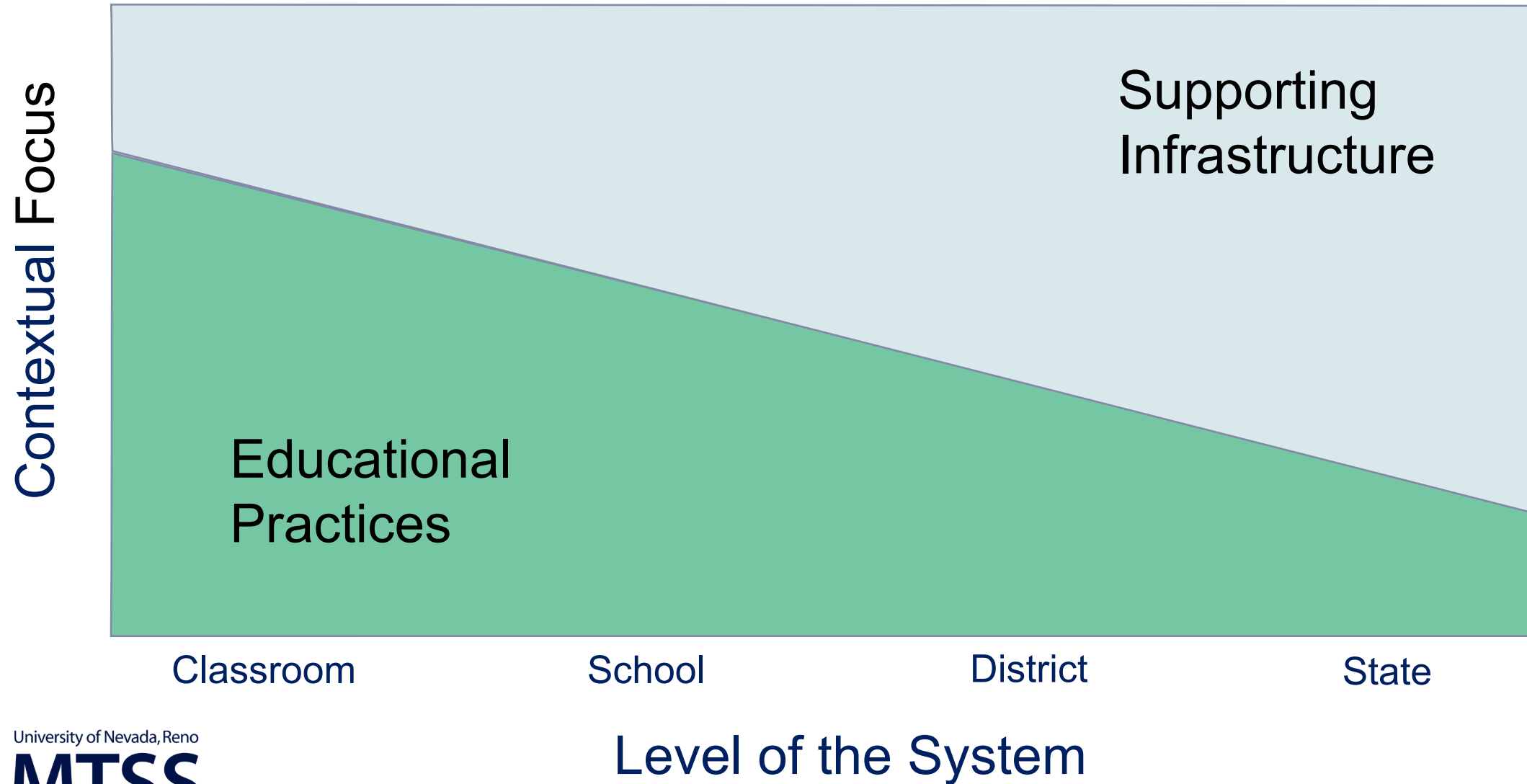


Continuum of Support & Core Features



MTSS Delivery Model

Framework for Addressing Practice and Supports

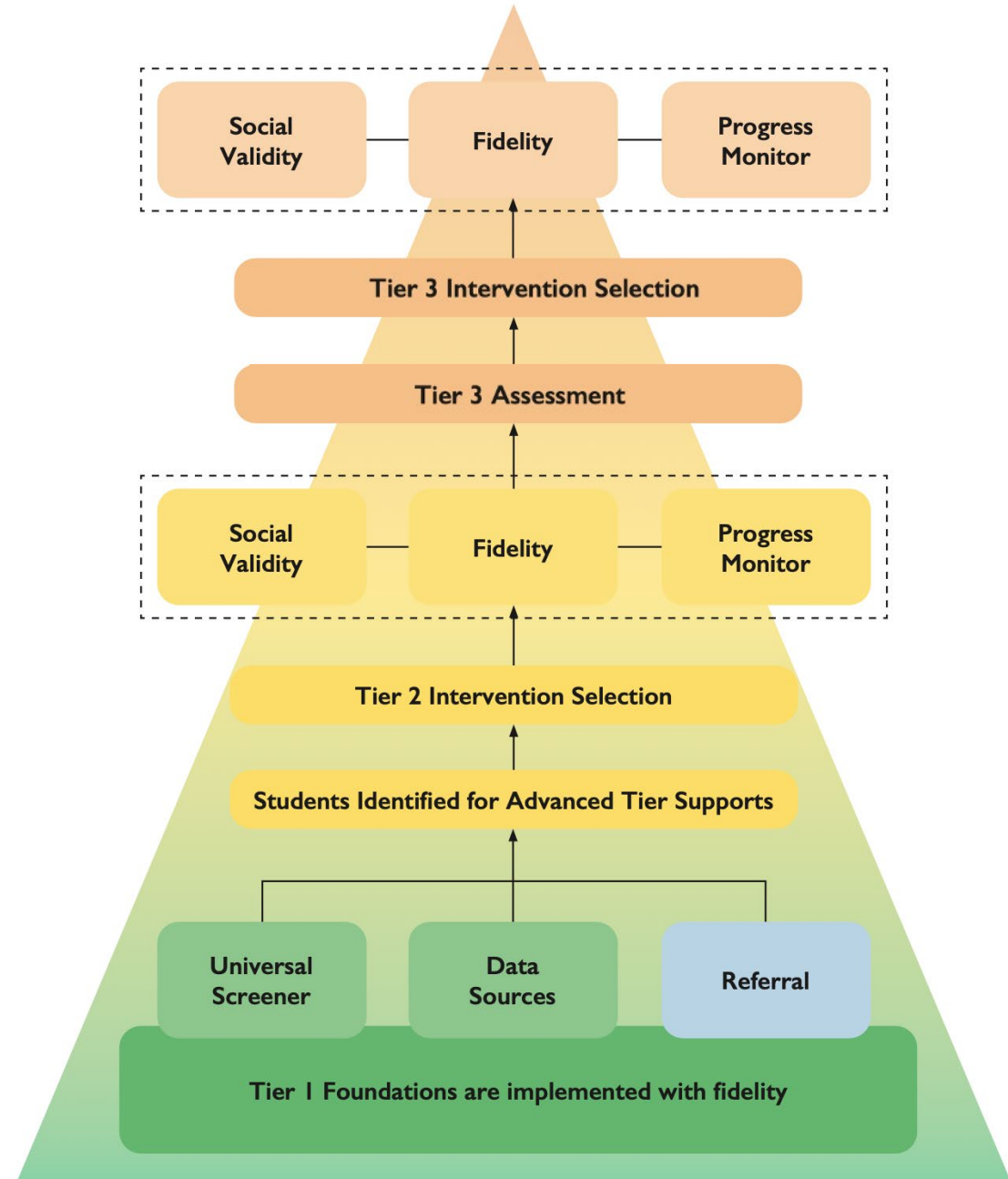


What Does MTSS Look Like at the School Building Level?

- Administrator and/or internal coordinator audits and selects practices; maintains action plan; provides training and oversight of staff; evaluates fidelity
- Tier 1 Team: reviews systems data; makes decisions on universal practices; identifies students that need additional support
- Advanced Tier Team: reviews student data; selects and determines entry/exit criteria for interventions; progress monitors intervention effectiveness

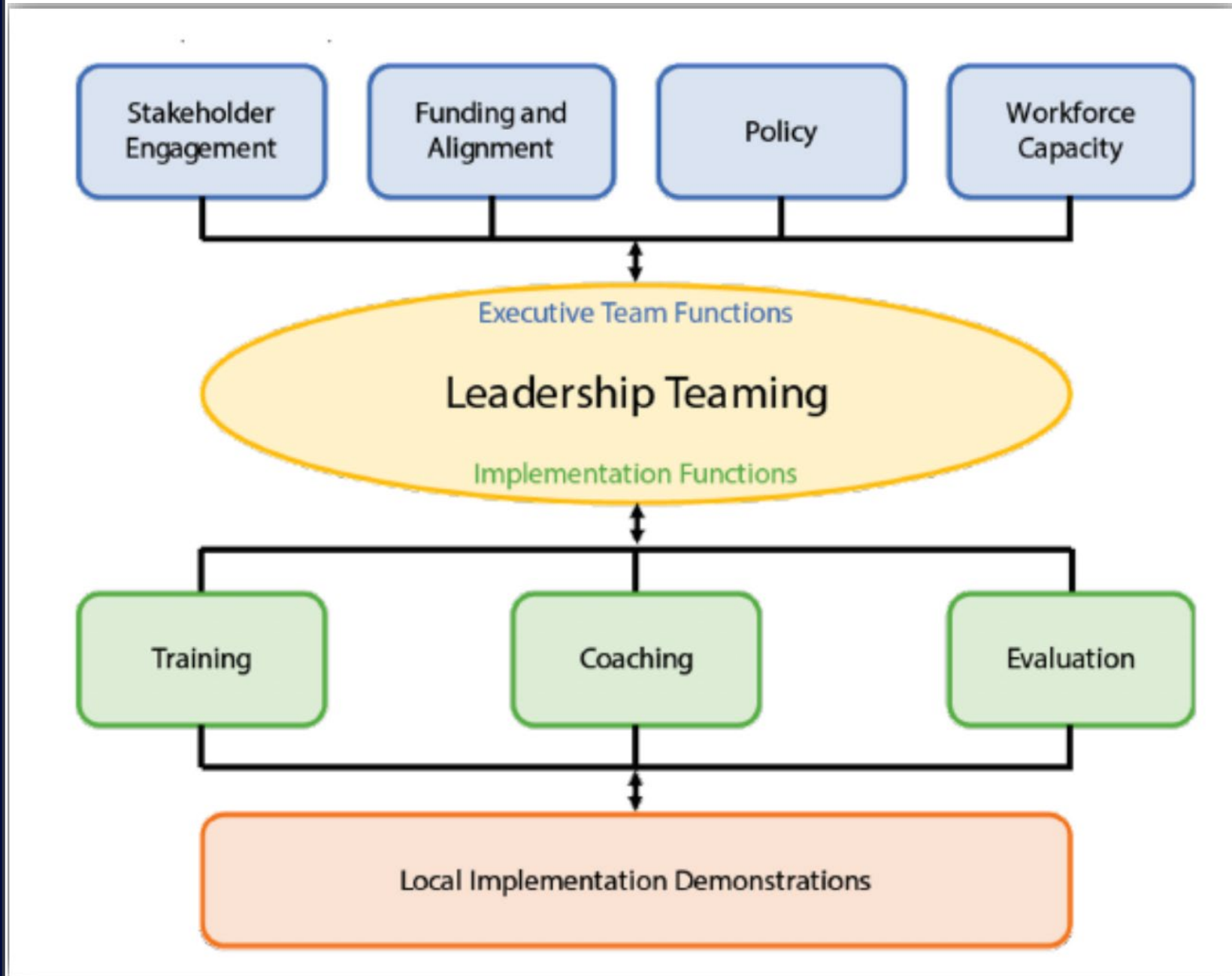
MTSS FLOWCHART:

School-Wide Support Systems



What Does MTSS Look Like at the District Level?

- District (Community) Leadership Teams (DLTs) are formed
- DLTs convene quarterly (sometimes more) to review school and district performance data and action plan based on fidelity assessments
- DLTs audit initiatives annually and select district practices
- Districts create local training, coaching, and evaluation plans
- Districts build capacity for sustaining MTSS



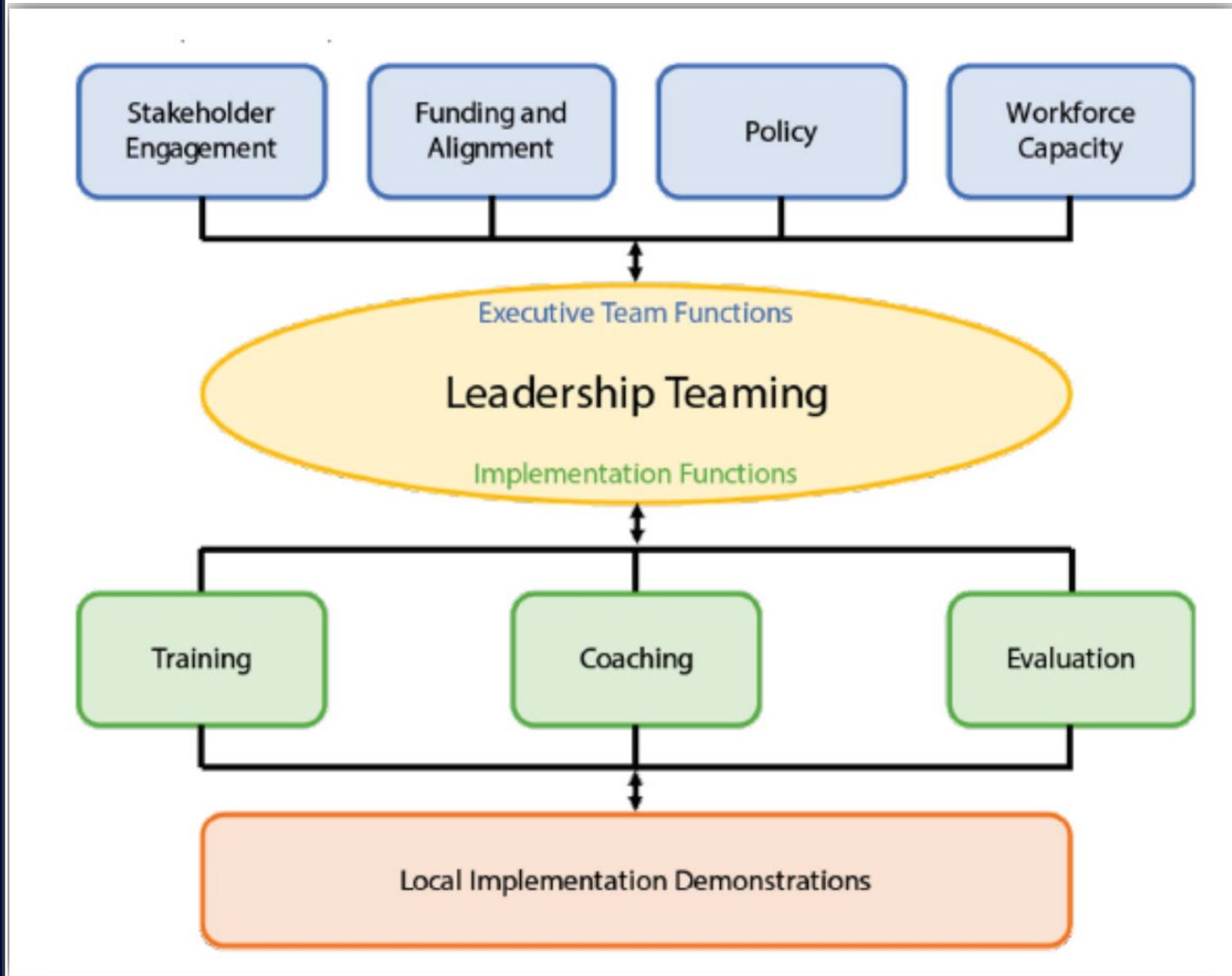
University of Nevada, Reno

MTSS

MULTI-TIERED SYSTEM OF SUPPORTS

What Does MTSS Look Like at the State?

- The State Leadership Team (SLT) operates similarly to the DLTs
- The state assesses fidelity annually and reviews the progress of districts
- The state is responsible for infrastructure, policy development, guidance documents, and funding
- The state currently pays for all schools to receive training and all LEAs to receive technical assistance in MTSS implementation



University of Nevada, Reno

MTSS

MULTI-TIERED SYSTEM OF SUPPORTS

Services Provided by the Technical Assistance Center at UNR

Training

- Developing teaming structures and systems
- Screening and intervention selection
- Collecting and using data for decision making
- Specific evidence-based practices (EBPs) across tiers

Coaching

- Selecting and contextualizing EBPs
- Interpreting local data and action planning
- Troubleshooting
- Strategic planning
- Capacity/skill building

Evaluation

- Progress monitoring of student outcomes
- Effectiveness of tiered interventions
- MTSS implementation fidelity at the building, LEA, and SEA

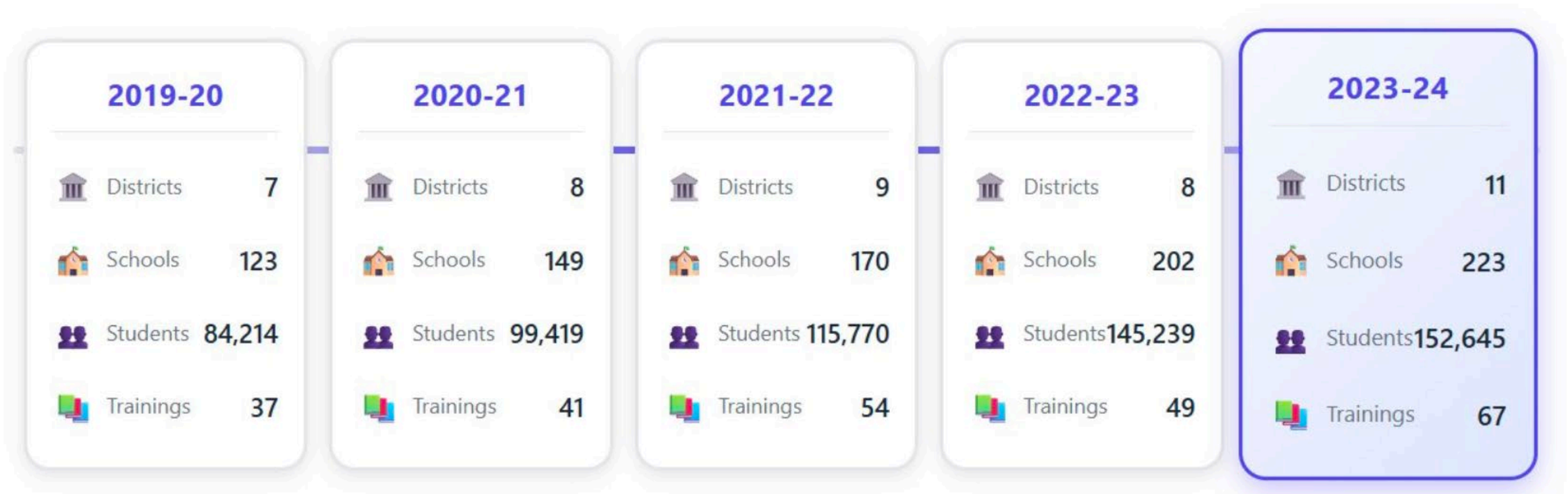
MTSS Implementation and Outcomes in Nevada

Implementation Artifacts Snapshot

(put link to DLT
implementation plan
here)

(put link to sample
audit here)

Year-by-Year Progression



Peak Year: 2023-24 achieved record highs across all metrics – most districts (11), schools (223), students (152,645), and trainings (67)

Nevada MTSS

As of October 2025:

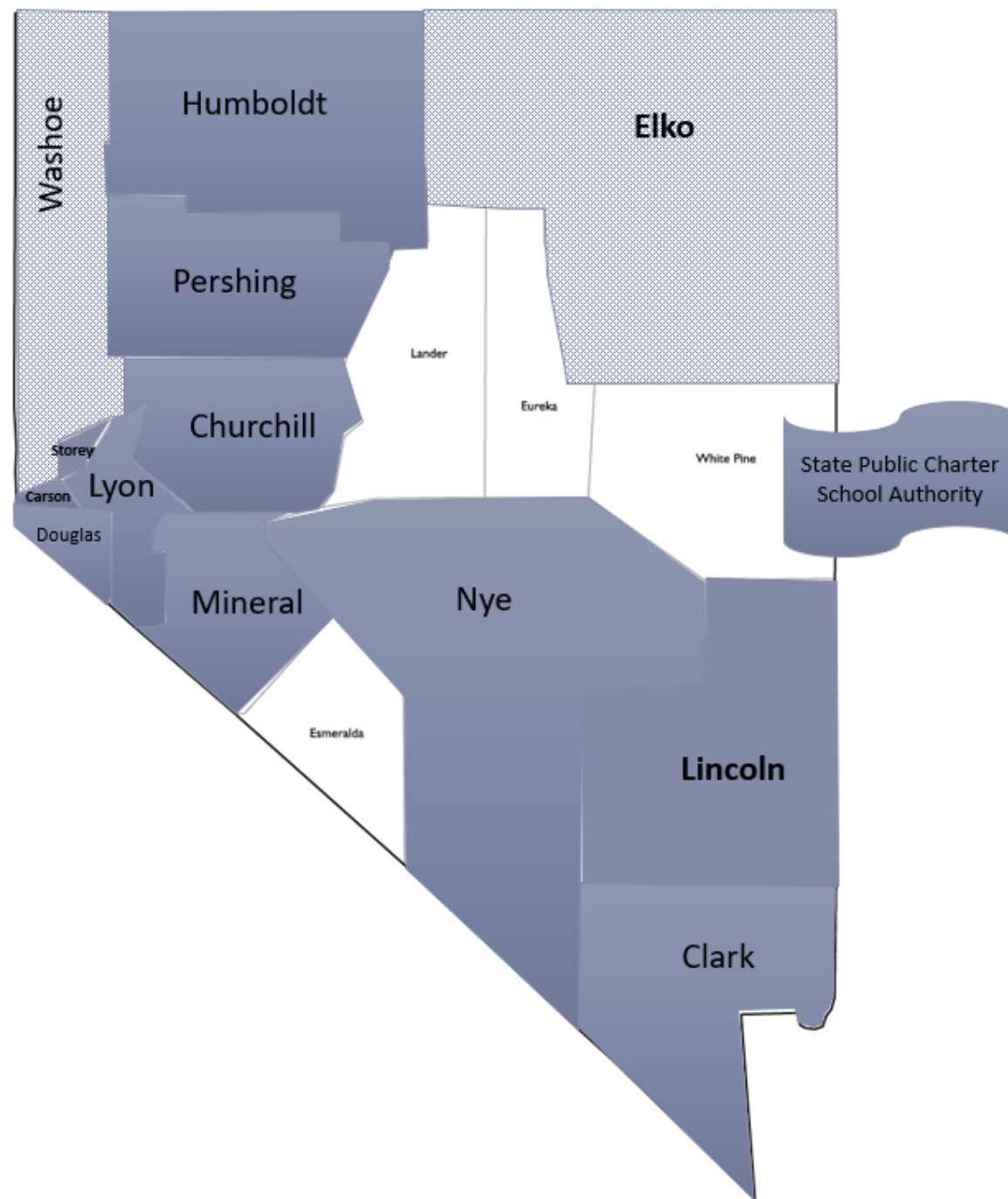
12 Local Educational Agencies Implementing
(71% of Nevada LEAs)

2 Local Educational Agencies Engaging in
Exploration (12% of Nevada LEAs)






State Public Charter School Authority (41% of
Charters)

231 Implementing Schools (33% of Nevada
Schools)

Over 200,000 students

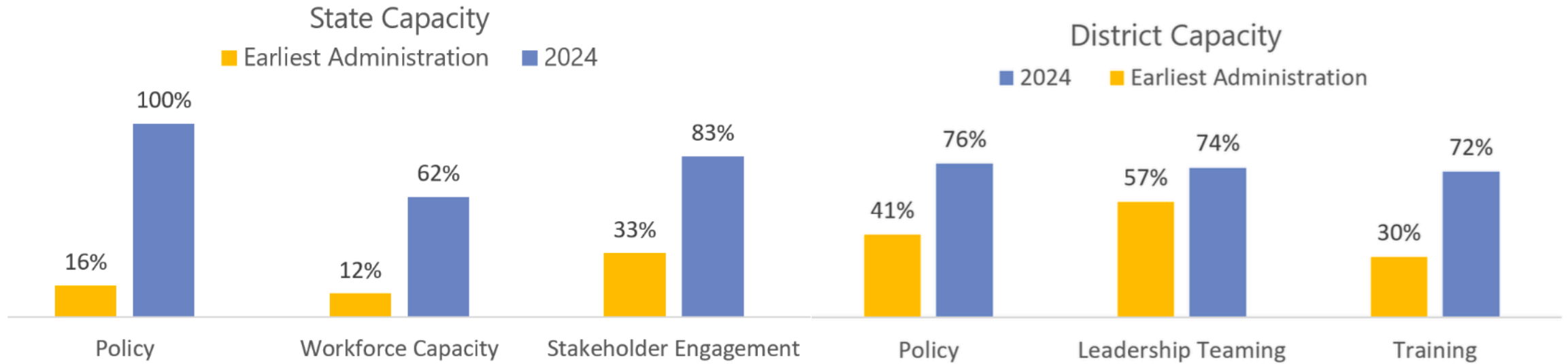


Nevada's MTSS Recognition

Awards	2021	2022	2023	2024	Total Awards
 Bronze	5 schools	7 schools	2 schools	12 schools	26
 Silver	0 schools	1 school	2 schools	4 schools	7
 Gold	6 schools	8 schools	10 schools	8 schools	32
 Platinum	5 schools	8 schools	13 schools	9 schools	
 Diamond	4 schools	9 schools	8 schools	17 schools	
Any Award	20 schools	33 schools	35 schools	50 schools	

**73
Schools
in 2025**

Figure 1: Impact of MTSS Initiative on State and District Capacity (Top Rated Dimensions)*



**Earliest administrations spanned from 2019-20 through 2021-22, depending on when the districts joined the initiative.*

Student Outcome	Did higher-implementing schools outperform lower-implementing schools in 2023-24?	Percentage point difference between higher-implementing and lower-implementing schools in 2023-24 (*) (†)	Did higher-implementing schools have better trends than lower-implementing schools? (**) (††)
Average Daily Attendance	Yes	+ 0.4	Yes (††)
Chronic Absenteeism Rate	Yes	- 3.3 (*)	Yes
Math Proficiency Rate	Yes	+ 2.2	Yes
ELA Proficiency Rate	Yes	+ 1.1	Yes (††)

<i>Discipline/Behaviors</i> <i>Average Number of Incidents Per 1,000 Students</i>	Did higher- implementing schools outperform lower- implementing schools in 2023-24?	Difference in Rate per 1,000 Students between higher-implementing and lower- implementing schools in 2023-24 (*) (†)
Violence	Yes	- 6.6
Weapons	Yes	- 1.2
Use of Alcoholic Beverages	Yes	- 2.1 (*)
Possession of Alcoholic Beverages	Yes	- 2.1 (*)
Use of Controlled Substances	Yes	- 9.6 (*)
Possession of Controlled Substances	Yes	- 8.7 (*)
Bullying Incidents Reported	Yes	- 22.7 (*)
Bullying Incidents Confirmed	Yes	- 10.9 (*)
Bullying Suspensions	Yes	- 8.4 (*)
Cyberbullying Incidents Reported	Yes	- 2.7 (*)
Cyberbullying Incidents Confirmed	Yes	- 1.7 (*)
Cyberbullying Suspensions	Yes	- 1.6 (*)
Race Discrimination Incidents Reported	Yes	- 11.3 (*)
Race Discrimination Incidents Confirmed	Yes	- 8.7 (*)
Race Discrimination Suspensions	Yes	- 5.4 (*)

Ashley Greenwald, PhD, BCBA-D, LBA
Director, Nevada MTSS
agreenwald@unr.edu



Kaci Fleetwood, MEd, BCBA, LBA
Assistant Director & MTSS State Coordinator
kacif@unr.edu

