Multi-Tiered Systems of Support (MTSS)





Brief Orientation



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MTSS Definition

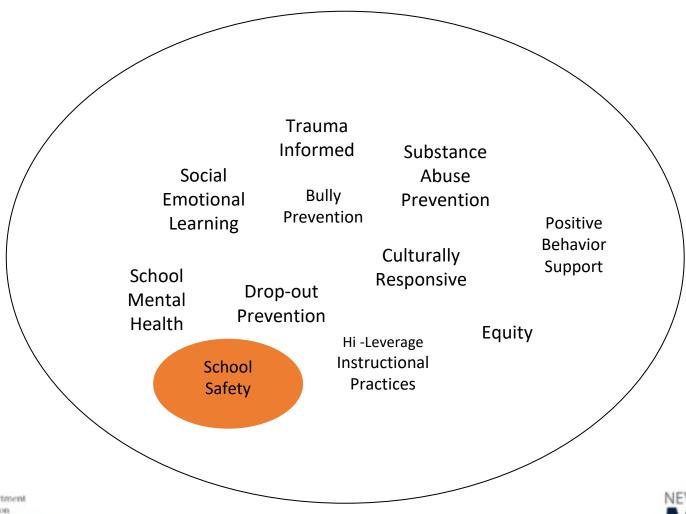
- Multi-tiered Systems of Support
- MTSS is a model; not a practice or program
 - "A way of doing business"

"Integration of a number of multiple-tiered systems into one coherent, combined system meant to address multiple domains or content areas in education." (McIntosh, 2016)





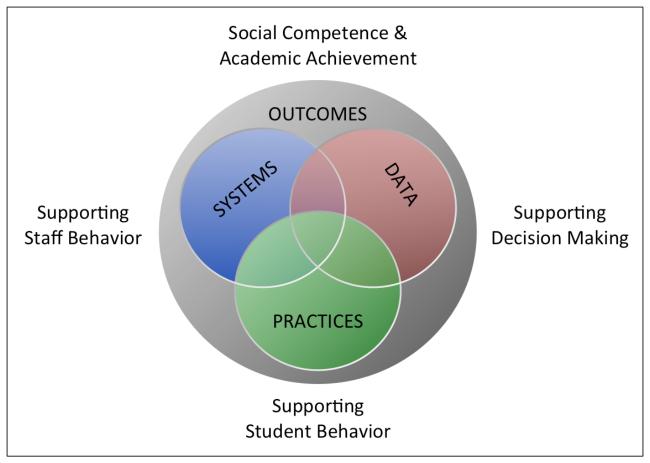
Multi-Tiered System of Support







MTSS is an Operating System







This way of doing business needs ongoing...



And that's what the Nevada MTSS Team supports





Let's do the math...

One middle school had a reduction of 850 referrals in one year.

Savings in administrative time	Savings in Student Instructional Time
ODR = 15 mins	ODR = 45 mins
850 X 15 =	850 X 45 =
•	



Improved Student Outcomes

academic performance

social-emotional competence

social & academic outcomes for SWD

reduced bullying behaviors (Ross & Horner, 2009; Waasdorp, Bradshow, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse

(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)

Empirical





Reduced

Fiscal Benefits of Investing in SWPBIS

Every \$1 invested in SWPBIS resulted in a fiscal savings of \$104.90.



Improved Teacher Outcomes

perception of teacher efficacy

school organizational health and school climate

(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety





Nevada's MTSS Journey

MTSS: Multi-Tiered Systems of Support





Nevada's SEA Journey

- In 2014 Nevada Department of Education: SCTG1
 - Implement Positive Behavioral Interventions & Supports
- In 2015 The Office of Safe & Respectful Learning Est.
- In 2019 Nevada Department of Education: SCTG2
 - Bridge from PBIS framework to more comprehensive Social-Emotional-Behavioral MTSS, inclusive of
 - Social Emotional Learning
 - School Mental Health
 - Trauma Informed Strategies





We're in the 4th Quarter







Evolution and Expansion

School Wrap-Around

Integrated RP

PBIS MTSS (NDE Awarded SCTG2)

Enhanced Trauma Informed Care

Scaled & Integrated ISF

MTSS Legislation/Policy AB275(2017)

Began Piloting ISF in Demonstration Districts

Integration and Alignment of Mental Health Clinicians due to AWARE/SWxS

Evidence Based Universal Bully Prevention Deployed in Tier 1 due to Legislation SB504(2015)

State-wide PBIS Implementation & Scaling Began (NDE Awarded SCTG1)

2014

2015

2016

2017

2018

2019

2020





Outcomes for NV Schools Implementing MTSS through the School Climate Transformation Grant

- Increases in MTSS fidelity of implementation at site levels
- Declines in Student Problem Behavior:
 - Possession of weapons, distribution of controlled substances, bullying incidents and cyber bullying
- 31% decrease in drop out rates
- Gains in School Climate as measure by the NV-SCSEL survey
 - Across all domains measured
- Increases in academic performance; ELA & Math
 - Larger gains in schools implementing; out-performing nonimplementing

Impact on School Safety (NRS Violations)

Figure 14. Change in Behavioral Incidents, 2017-18 to 2019-20

		% Change (17- 18 to 19-20)		2018-19	2019-20	Trend
Violence to Students	Participating schools	-18.5%	2899	2841	2362	-
	Non-participating schools	-10.9%	7331	7538	6531	-
Violence to Staff	Participating schools	-15.4%	188	259	159	_
	Non-participating schools	-20.7%	614	664	487	-
Distribution of Controlled Substances	Participating schools	-32.4%	37	34	25	-
	Non-participating schools	-15.4%	136	194	115	_
Bullying Incidents Reported	Participating schools	-77.0%	3695	3219	851	_
	Non-participating schools	-71.9%	8404	7232	2361	-
Bullying Incidents Determined To Be So	Participating schools	-54.5%	1574	1324	716	_
	Non-participating schools	-49.2%	3361	2784	1709	-
Cyber Bullying Incidents Reported	Participating schools	-58.7%	155	190	64	_
	Non-participating schools	-42.8%	661	712	378	-
Cyber Bullying Incidents Determined to Be So	Participating schools	-45.8%	107	122	58	-
	Non-participating schools	-22.4%	371	428	288	-

Impact As Reported by District Leadership Teams

Figure 12. Impact of the MTSS Project on Districts' Capacity and Practices (2021 DLT Survey)

What impact, if any, has the initiative (supports and resources) had on the following outcome areas?

■ Significant impact ■ Moderate impact ■ Small impact ■ No impact

Use of valid tools and processes for measuring the outcomes of implementation

Use of evidence-based practices to support MTSS implementation

Quality of data systems and use of data for decision making

District's capacity and readiness to implement MTSS

Cohesion and alignment of MTSS strategies and interventions

Integration of school mental health services in MTSS framework





"We pass all these laws with good intentions for kids—but where is the state's investment in the *systems* to actually support our students?"

- Russell Fecht, Superintendent of the Year





Remarks from a District Perspective

• Shauna Bake





Questions from the Task Force





