

Nevada's Multi-Tiered Systems of Support Commission on School Funding

Thursday, June 27, 2024

How MTSS Can Help Nevada Prepare for the Future of Learning

Christy McGill, Deputy Superintendent

Ashley Greenwald, PhD

Steve Goodman, PhD

Thursday, June 27, 2024



Education Trends

Change

AI and online learning

Academics will continue to integrate with health

Student and School Choice

Resiliency

Sustainability

Relevance

Student led learning, competency-based learning,

Systems need Competencies for Change and Innovation



Steps for Moving Forward

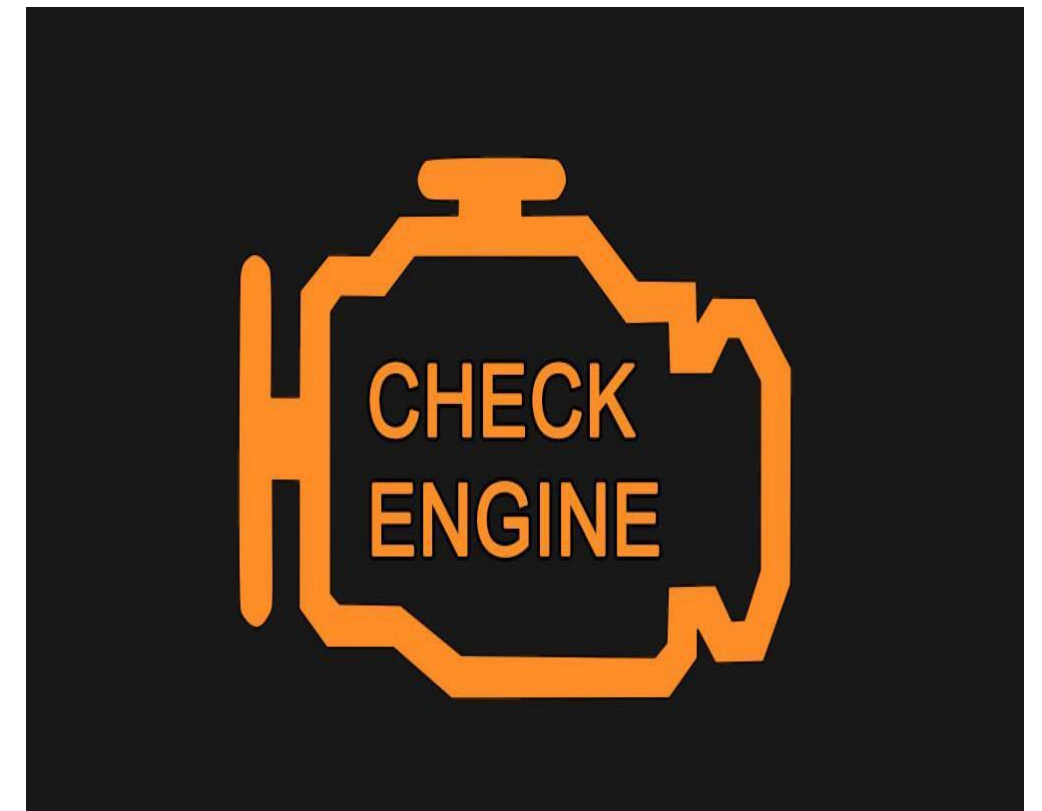
Nevada's MTSS Core Elements



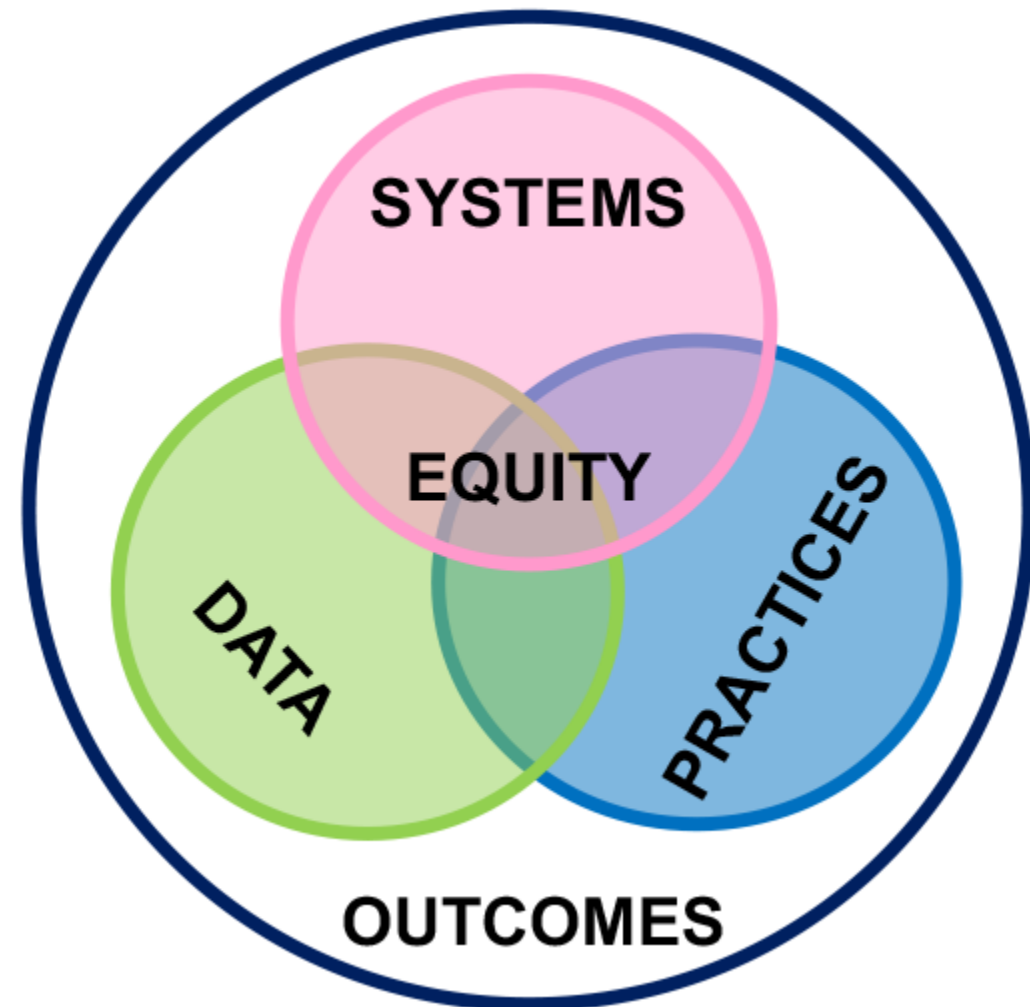
Focusing on System Competencies Keeps Decisions Local

Lead indicators vs lag indicators

1. Budgets (where/how funds allocated and spent)
2. Data based decision making
3. Teaming
4. Progress Monitoring
5. Evidence Based Strategies used and aligned to data
6. Implementing with fidelity
7. Capacity to implement with fidelity

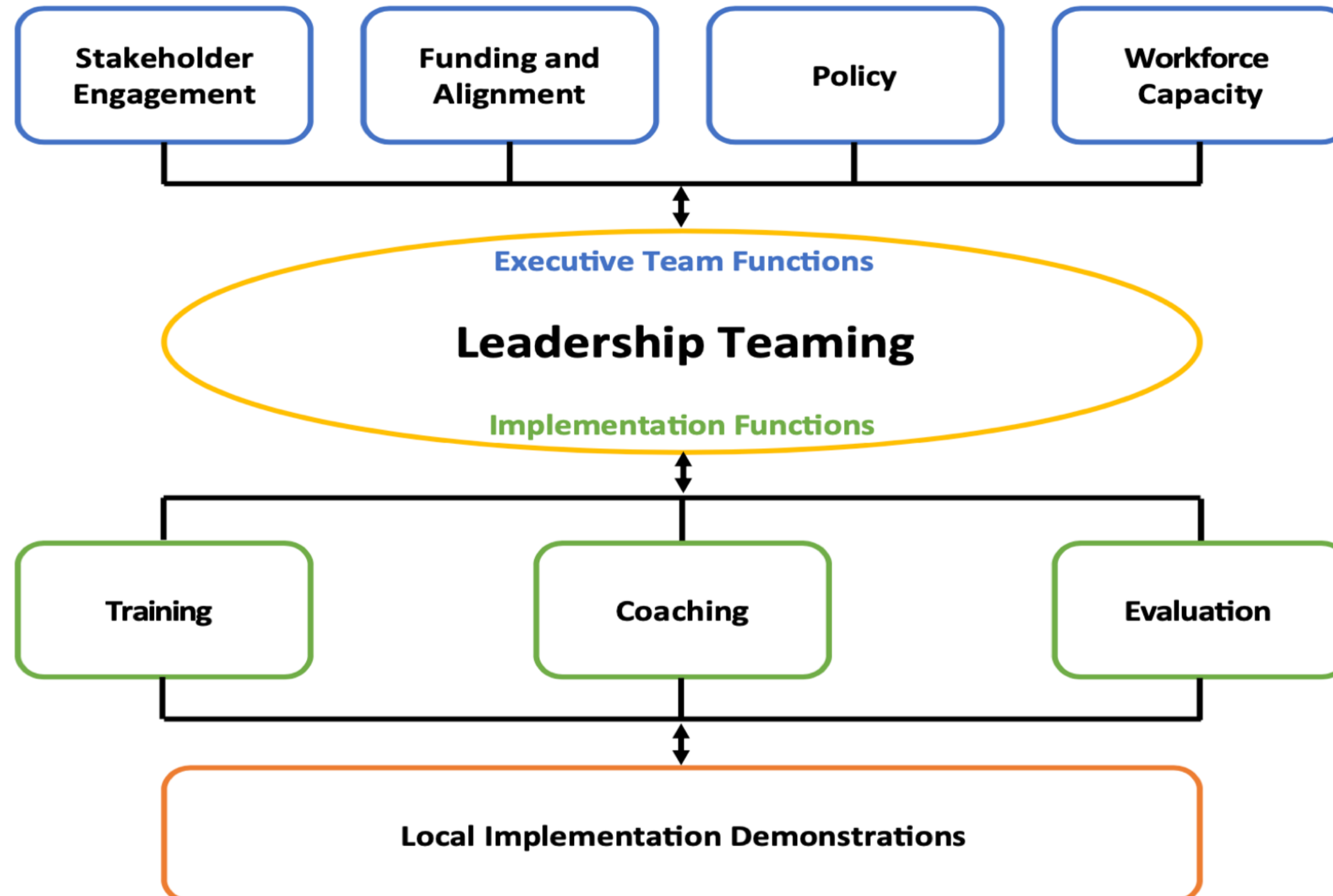


MTSS as an Operating System



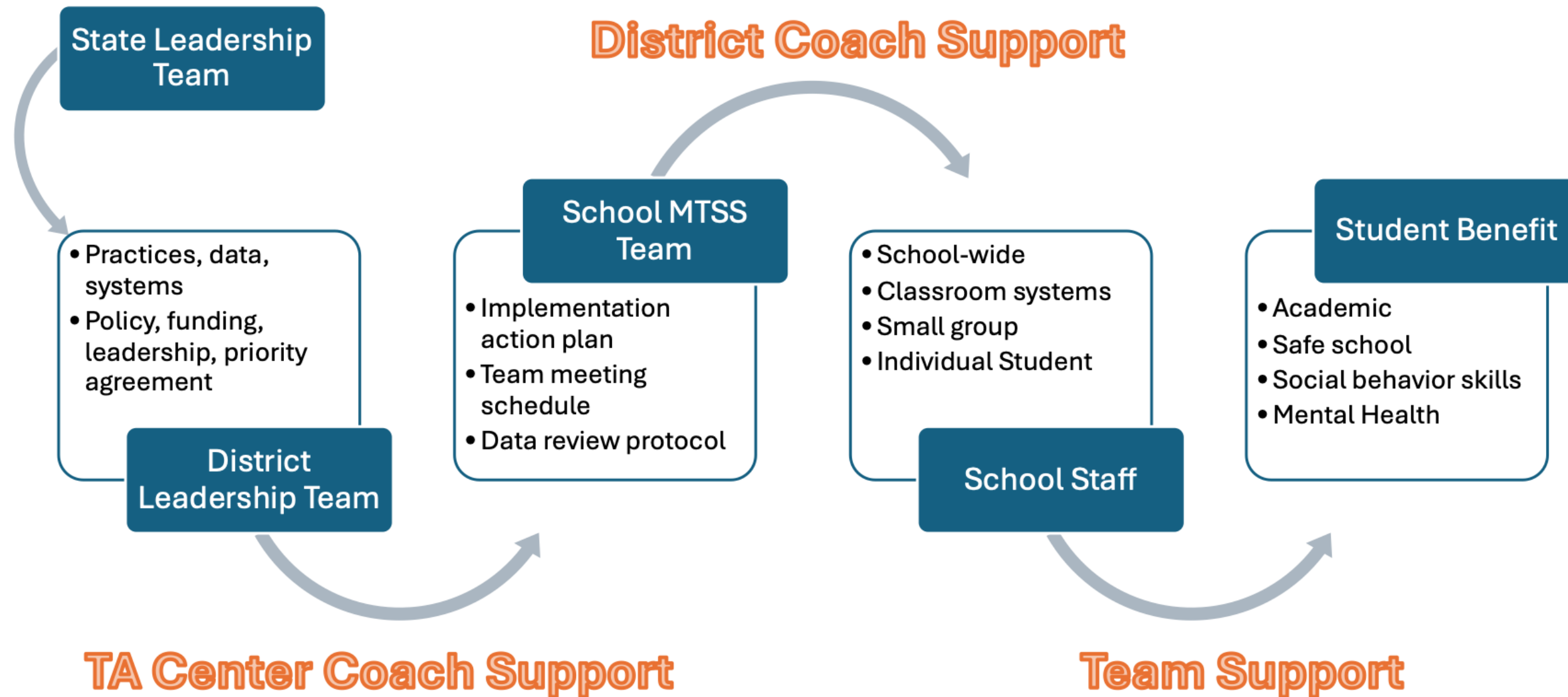
- Prevent intensive/crisis needs through early identification and intervention
- Triage students to appropriate interventions
- Interventions are evidence based
- Interventions are progress monitored for effectiveness
- Support adults to do this well

Teaming



Competencies at each level

MTSS Cascade of Coaching Support

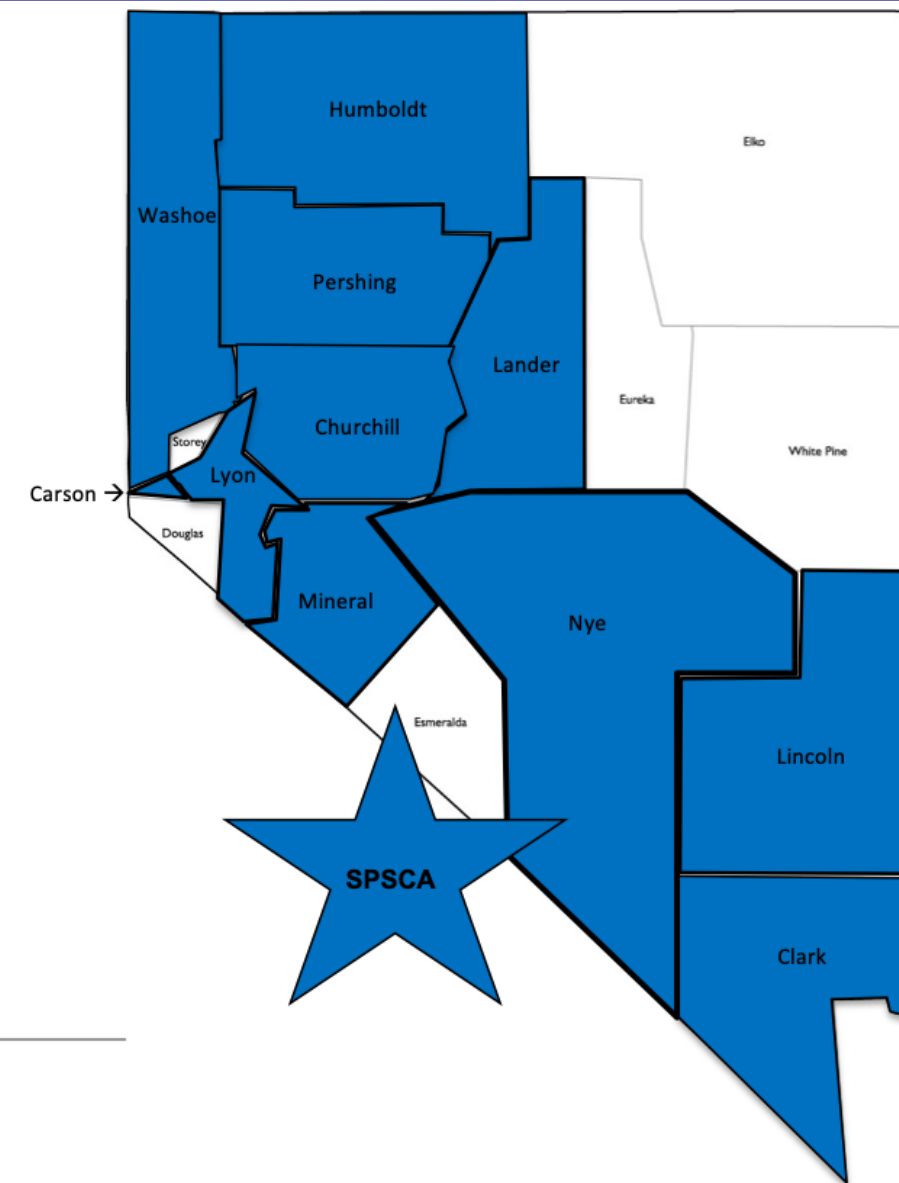


Nevada's Implementation

Nevada MTSS Implementation Map

As of October 2023:

- 12 LEAs
- 226 Schools (33.3%)
- Over 200,000 students



District Implementation Planning

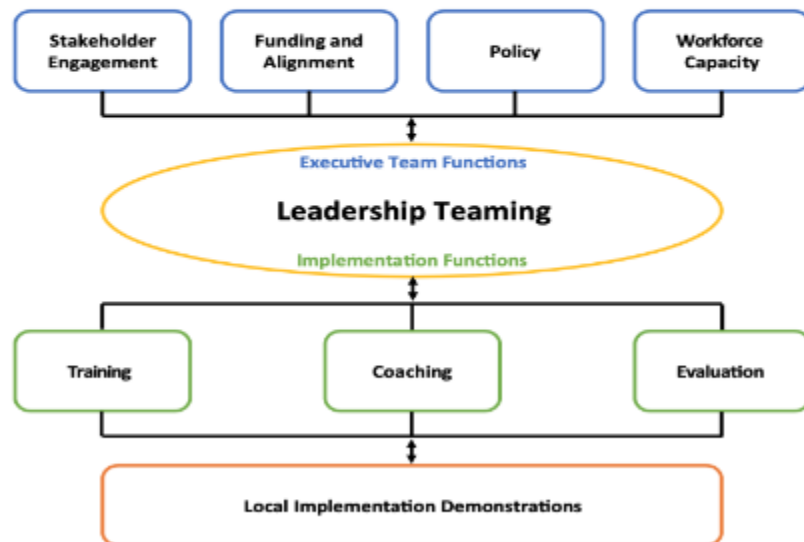


Carson Implementation Plan	
District Leadership Team	
<i>Links to Information</i>	<i>Description</i>
DLT Roster	Contact information for DLT representatives
DLT Meeting Dates	Schedule
Action Plan	District MTSS Action Plan
Site Information	
MTSS Cohort List*	Identification of which sites are actively implementing each tier across years.
Internal Coaches	Information & Contact Info
Site Team Rosters	Contact information for the site based MTSS team
Coaching	
Coaching FTE	Formally appointed coach and contact information
Coaching Plan	Overview of scheduled activities to support LEA coaches and implementation at the district level
Training	
Attendance*	Site Team Training Attendance Tracker
Training Plan and Schedule	Scope and Sequence of training content across a school year
Evaluation	
Evaluation Plan	Outcomes Measured by MTSS
DSFI	District Systems Fidelity Inventory
Initiative Audit	Overview of all district initiatives within an MTSS framework. Completed once yearly.
TFI Data	Site MTSS Implementation data completed 3 times yearly (October, February, May)

[TA CENTER CONTACTS](#)

District Teaming

District Leadership Team	
Links to Information	Description
DLT Roster	Contact information for DLT representatives
DLT Meeting Dates	Schedule
Action Plan	District MTSS Action Plan



A	B	C
Carson City School District MTSS Leadership Team Roster		
Name	Role	Email
Tasha Fuson	Associate Superintendent-Educational Services	tfuson@carson.k12.nv.us
Cheryl Macy	Director of Equity in Curriculum & Instruction	cmacy@carson.k12.nv.us
Christine Lenox	Director of Student Support Services	clenox@carson.k12.nv.us
Christie Perkins	Director of Grants & Special Projects	cperkins@carson.k12.nv.us
Ricky Medina	Director of Accountability & Assessment	rmedina@carson.k12.nv.us
Robert (Bob) Chambers	Director of Adult Education/Prison Program	rchambers@carson.k12.nv.us
Richard Varner	Board Trustee	rvarner@carson.k12.nv.us
Hannah Etchison	McKinny-Vinto Coordinator	hetchison@carson.k12.nv.us
Jose (Rudy) De Leon	Lead School Psychologist	jdeleon@carson.k12.nv.us
Megan Newman	Engagement & Attendance Specialist	mnewman@carson.k12.nv.us
Michelle Cleveland	Project AWARE Coordinator	mcleveland@carson.k12.nv.us
Sarah Santos	Assistant Director of Student Support Services	ssantos@carson.k12.nv.us
Stephanie Keating	MTSS Coordinator	skeating@carson.k12.nv.us
Alejandra Ayala-Ayala	Lead School Social Worker	aayala-ayala@carson.k12.nv.us
Bridget Gordon	Lead School Counselor	bgordon@carson.k12.nv.us

District Coaching



Clark Coaching & TA Support Plan					
2023-2024					
Activity	MTSS Coaching Trainings	Weekly Coaching TA	Specialty Topic - Micro Training/s		Clark Implementation Team TA Support Meeting/s
Frequency	-Quarterly -In person -Full Day	-Monthly/Monday Online -45 min -All Coaches/Districts	-Weekly/Monday Online -45 min -3 topic strands		-Monthly Online/In-Person -1.5 Hours
Dates & Topics	<p>Effective Spokesperson Techniques & Messaging</p> <ul style="list-style-type: none"> Oct/November 2023 <p>Coaching Assessment & Development</p> <ul style="list-style-type: none"> Dec/January 2024 <p>Data-based MTSS Coaching</p> <ul style="list-style-type: none"> February/March 2024 <p>Implementation Science & Coaching</p> <ul style="list-style-type: none"> April/May 2024 	<p>Community of Practice Coaching Support</p> <p>1st Monday of Every Month (September - May)</p> <ul style="list-style-type: none"> October 2nd November 6th December 4th January 8th February 5th March 4th April 8th May 6th 	<p>Screening & Systems</p> <p>2nd Monday of Every Month (September - May)</p> <ul style="list-style-type: none"> October 9th November 13th December 4th January 15th March 11th April 15th May 13th <p>Substance Prevention & Intervention</p> <p>3rd Monday of Every Month (September - May)</p> <ul style="list-style-type: none"> October 16th November 20th December 11th 	<ul style="list-style-type: none"> January 22nd February 19th March 18th April 22nd May 20th <p>Mental Health Integration & MTSS</p> <p>4th Monday of Every Month (September - May)</p> <ul style="list-style-type: none"> October 23rd November 27th December 18th January 29th February 26th March 25th April 29th May 27th 	<p>*Additional Support as requested</p> <ul style="list-style-type: none"> September 19th October 20th November 20th December 12th January 16th February 16th March 21st April 23rd May 14th

State MTSS Coaching Coordinator: Brooke Wagner, brookeagner@unr.edu, 775-224-0302

Coaching	
Coaching FTE	Formally appointed coach and contact information
Coaching Plan	Overview of scheduled activities to support LEA coaches and implementation at the district level

District Training

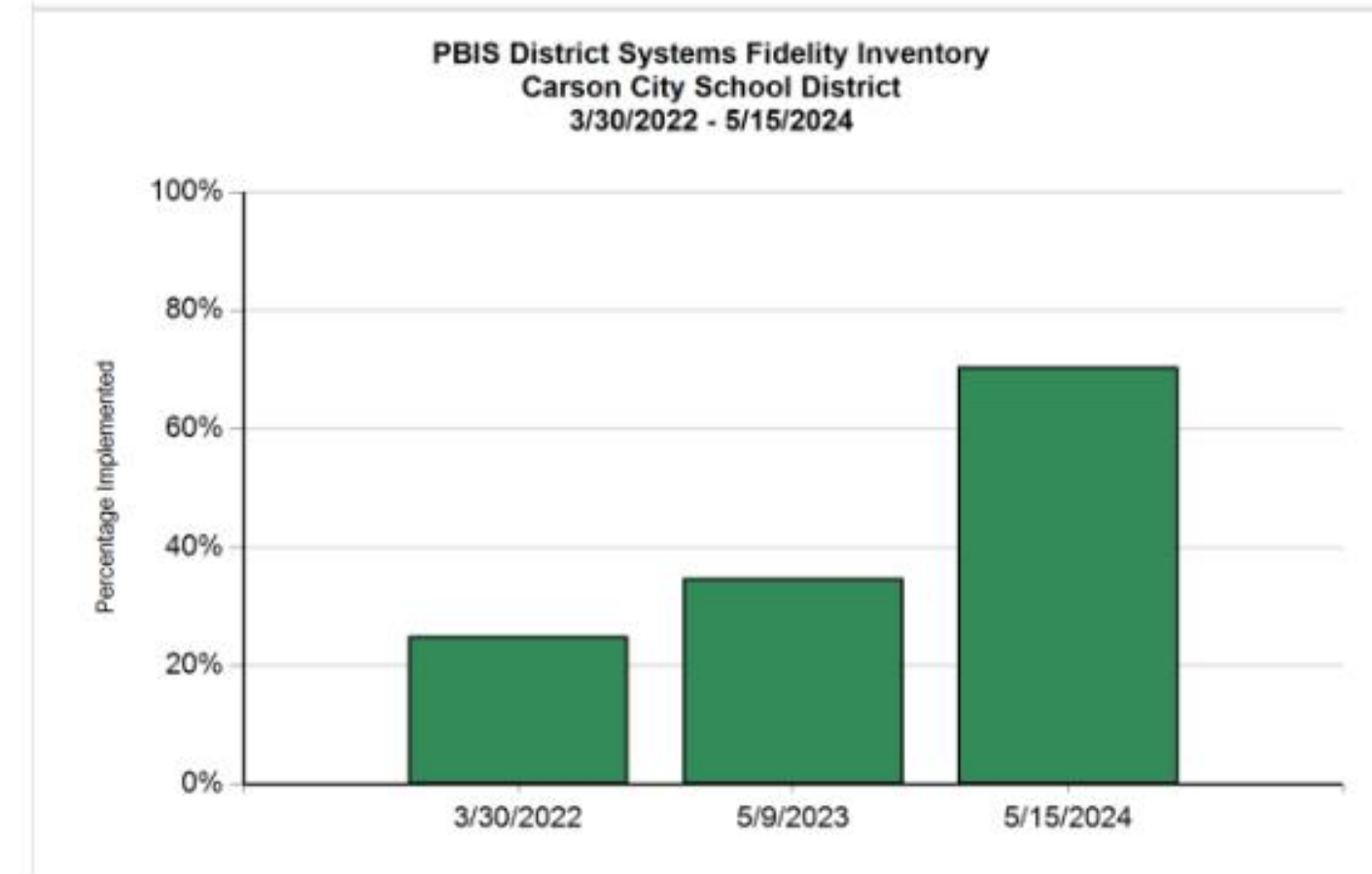
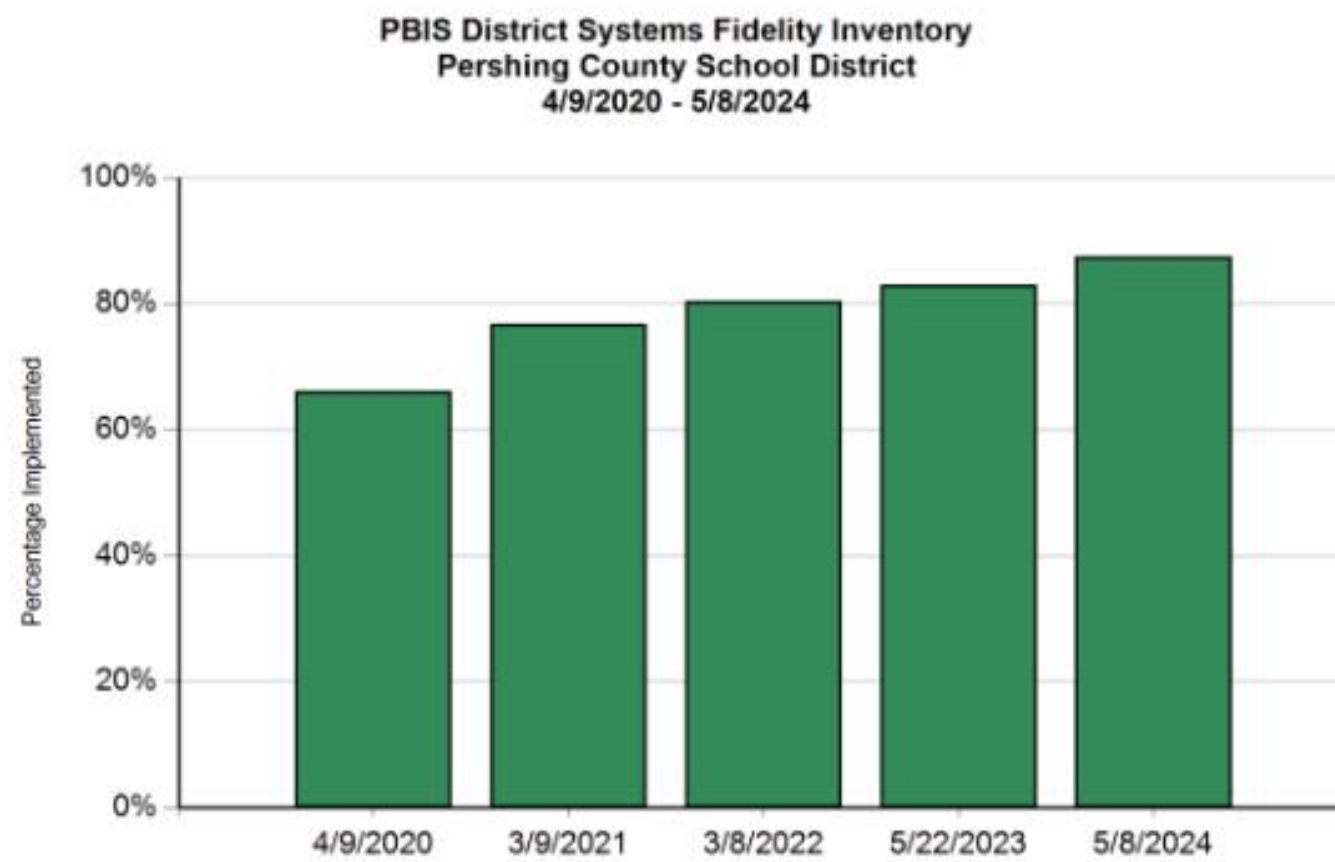
Training	
Attendance*	Site Team Training Attendance Tracker
Training Plan and Schedule	Scope and Sequence of training content across a school year

Tier 1	8/2-8/3/23	11/1/23	Asynchronous	
	Intro to MTSS from Trauma Lens: Critical elements of Tier 1 to support trauma integrations and MH	Trauma-Aware Classroom Systems and Supports: -Strengthening Universal SEL; Trauma Informed Supports for Educators (staff wellness)	Universal Screening: Identifying students for further screening and support	---
Tier 2	6/5- 6/6/23	11/2/23	01/31/24	04/17/24
	Intro to Tier 2 Trauma and Practices: -overview of universal and targeted trauma screeners	Triangulating Screening Data to match students to interventions	Progress Monitoring Treatment Goals and Fidelity	Evaluating Intervention Efficacy and Disproportionality
Tier 3	6/8-6/9/23	11/2/23	01/31/24	04/17/24
	Intro to Trauma at Tier 3:			Structuring the Continuum

	Workshop: Full day	PD 1:	PD 2:	PD 3:
Tier 1	12-1-2023			
			02-02-24	04-12-24
Full day	Integrating PBIS + RTI into a Comprehensive System of Supports	Data-based decision Making at Tier 1	Enhancing DBDM in Classroom Systems	Evaluation Models to Demonstrate Student Outcomes

District Evaluation

Evaluation	
Evaluation Plan	Outcomes Measured by MTSS
DSFI	District Systems Fidelity Inventory
Initiative Audit	Overview of all district initiatives within an MTSS framework. Completed once yearly.
TFI Data	Site MTSS Implementation data completed 3 times yearly (October, February, May)

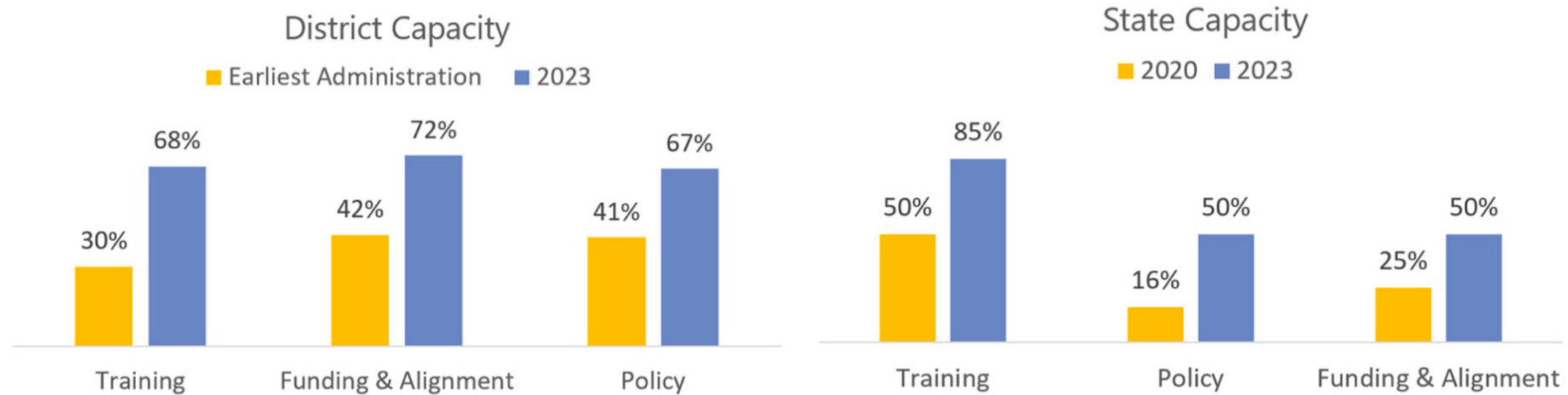


Practice Audit

Practices	Outcomes		Systems							Data	\$	
INSERT TIER 1 PRACTICE BELOW:	How is the intervention linked to the strategic plan?	What is the goal?	Current Service Delivery Team	Role of Admin across schools	How do admin get access to skills?	How do schools access district resources to support implementation? (Entry Criteria)	What communication loops are in place to provide support? (Feedback Loops)	How are staff supported in implementation? (Coaching)	What PD structures are in place to support staff with skill development & fidelity? (Training)	How is progress towards goal achievement monitored? (outcomes)	How frequently is intervention progress monitored? (Fidelity)	How is this funded?
Practices	Outcomes		Systems							Data	Funding	

District & State Capacity Gains

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

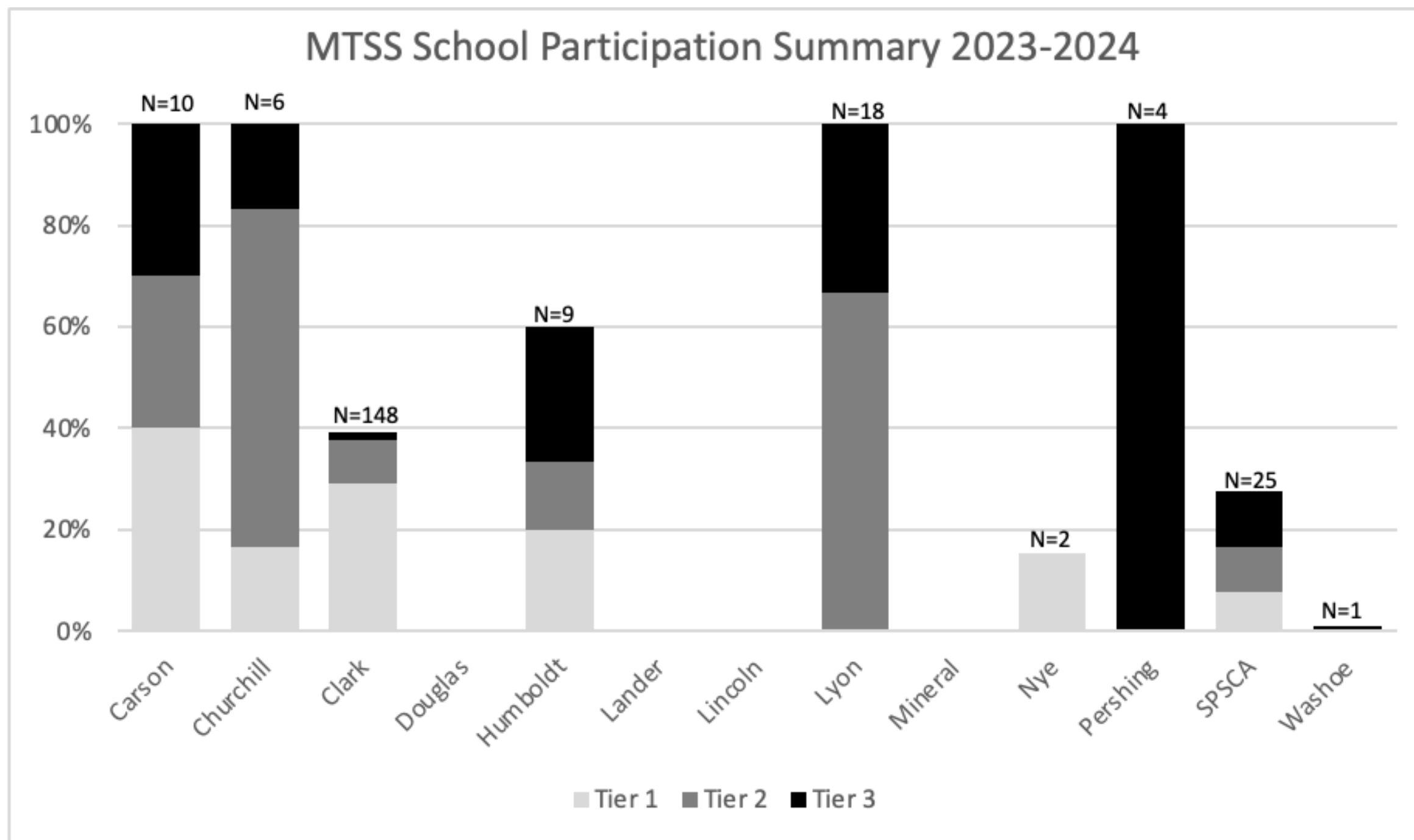


**Earliest administrations spanned from 2018-19 through 2021-22, depending on when the schools joined the initiative.*



DSFI & SSFI results reported to and analyzed by Metis & Associates

Participation





Supporting Local Implementation Demonstrations [Basic]

Training

Coaching

Evaluation

Tier 1 Training Dates:

Tier 1 Workshop
Tier 1 DBDM
Tier 1 Classrooms
Tier 1 Sus & Dispro.

Tier 1 Coaching Dates:

[Quarter 1 on-site date]
[Quarter 2 on-site date]
[Quarter 3 on-site date]
[Quarter 4 on-site date]

Tier 1 Evaluation:

October TFI
February TFI
May TFI

Tier 2 Training Dates:

Tier 2 Workshop
Tier 2 Screening & IVs
Tier 2 Progress Monitor
Tier 2 Systems Eval

Tier 2 Coaching Dates:

[Quarter 1 on-site date]
[Quarter 2 on-site date]
[Quarter 3 on-site date]
[Quarter 4 on-site date]

Tier 2 Evaluation:

October TFI
February TFI
May TFI

Tier 3 Training Dates:

Tier 3 Workshop
Tier 3 Screening & IVs
Tier 3 Progress Monitor
Tier 3 Systems Eval

Tier 3 Coaching Dates:

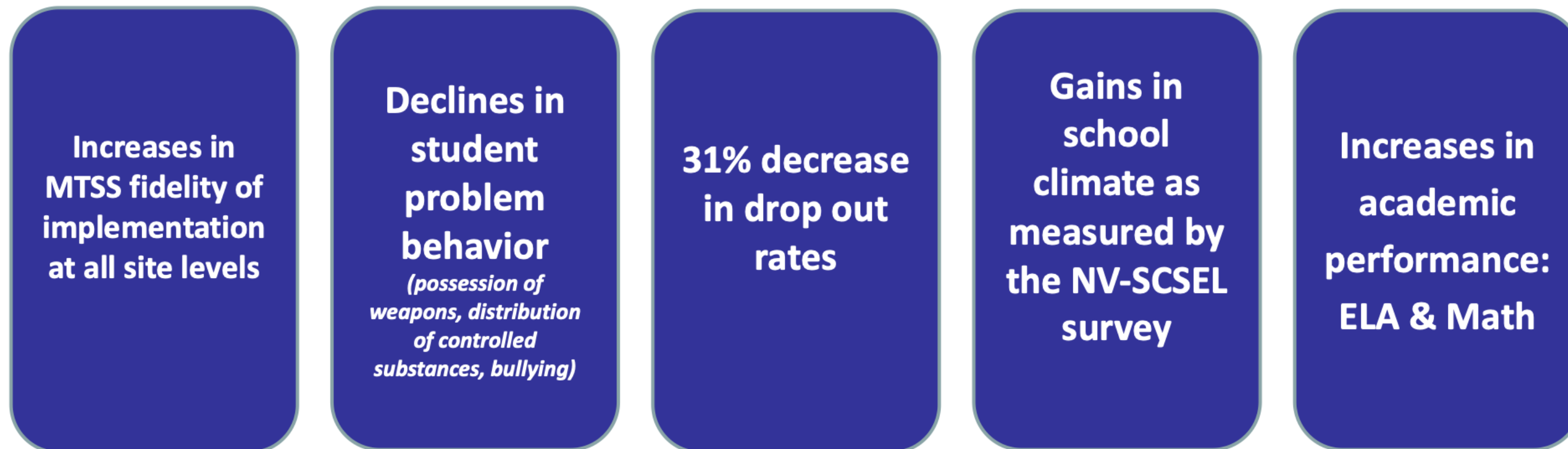
[Quarter 1 on-site date]
[Quarter 2 on-site date]
[Quarter 3 on-site date]
[Quarter 4 on-site date]

Tier 3 Evaluation:

October TFI
February TFI
May TFI

School Outcomes

Outcomes for Nevada Schools Implementing MTSS



School Climate Transformation Schools compared to non-implementing schools within district

Source of Data: Nevada School Climate Transformation Report (2020) compiled by Metis Associates



Current Funding

FY25 Funding Structure for Statewide MTSS Training and Technical Assistance in Nevada

Competitive Federal Dollars

- SAMHSA Project AWARE - **\$67,000***
- SAMHSA Trauma Informed Services in Schools - **\$290,000***
- BJA Stop School Violence - **\$230,000***

Subtotal = \$587,000 (28%)

Nevada State Dollars

- DHHS Fund for Resilient Nevada - **\$500,000***
- DPBH Children's Mental Health Block Grant - **\$395,000***
- NDE IDEA - **\$420,000**
- NDE Title 4A - **\$200,000**

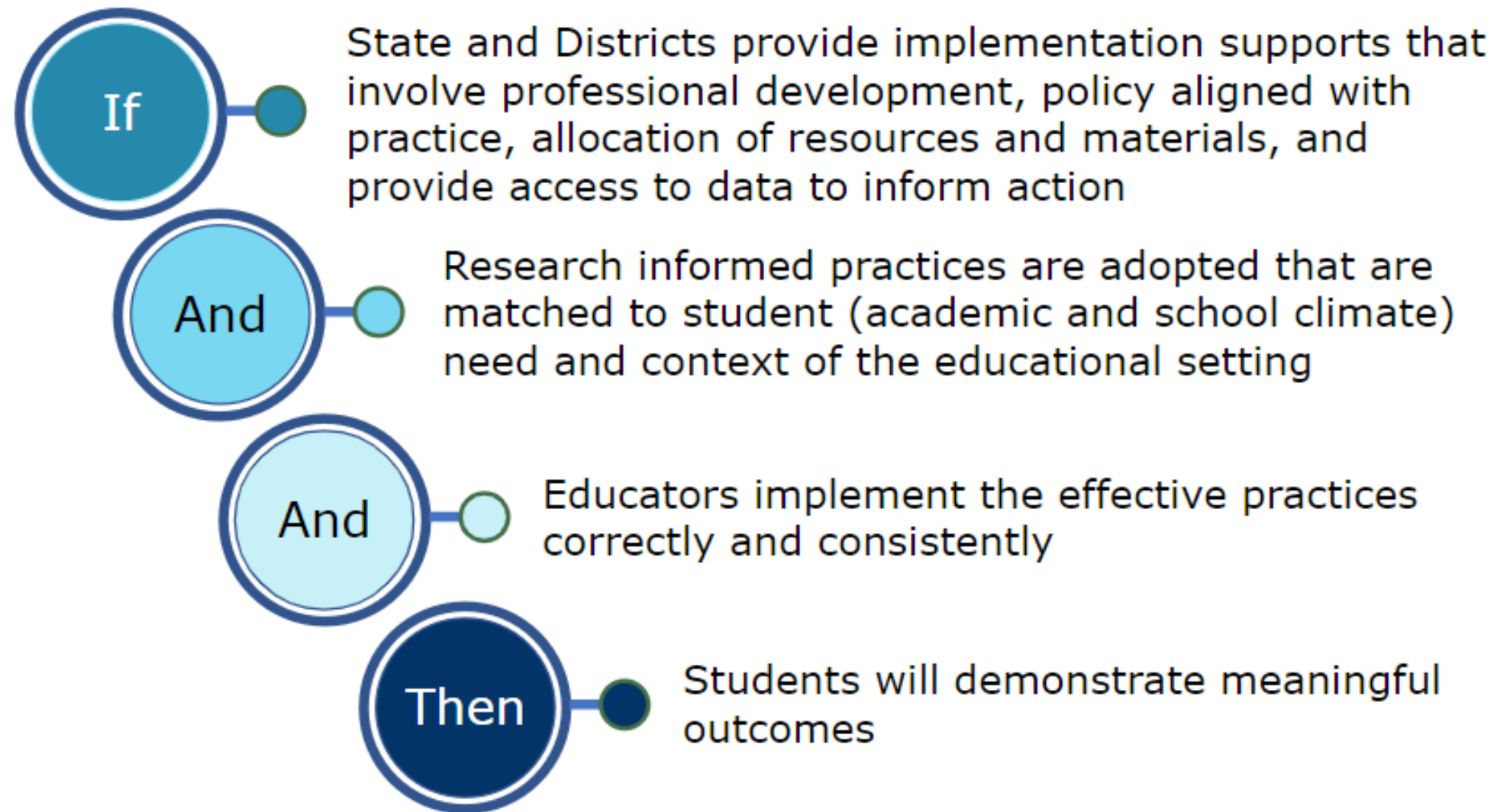
Subtotal = \$1,515,000 (72%)

TOTAL EXPECTED FY25 OPERATING BUDGET = \$2,102,000

* indicates that funding is temporary

Why Sustaining is Important

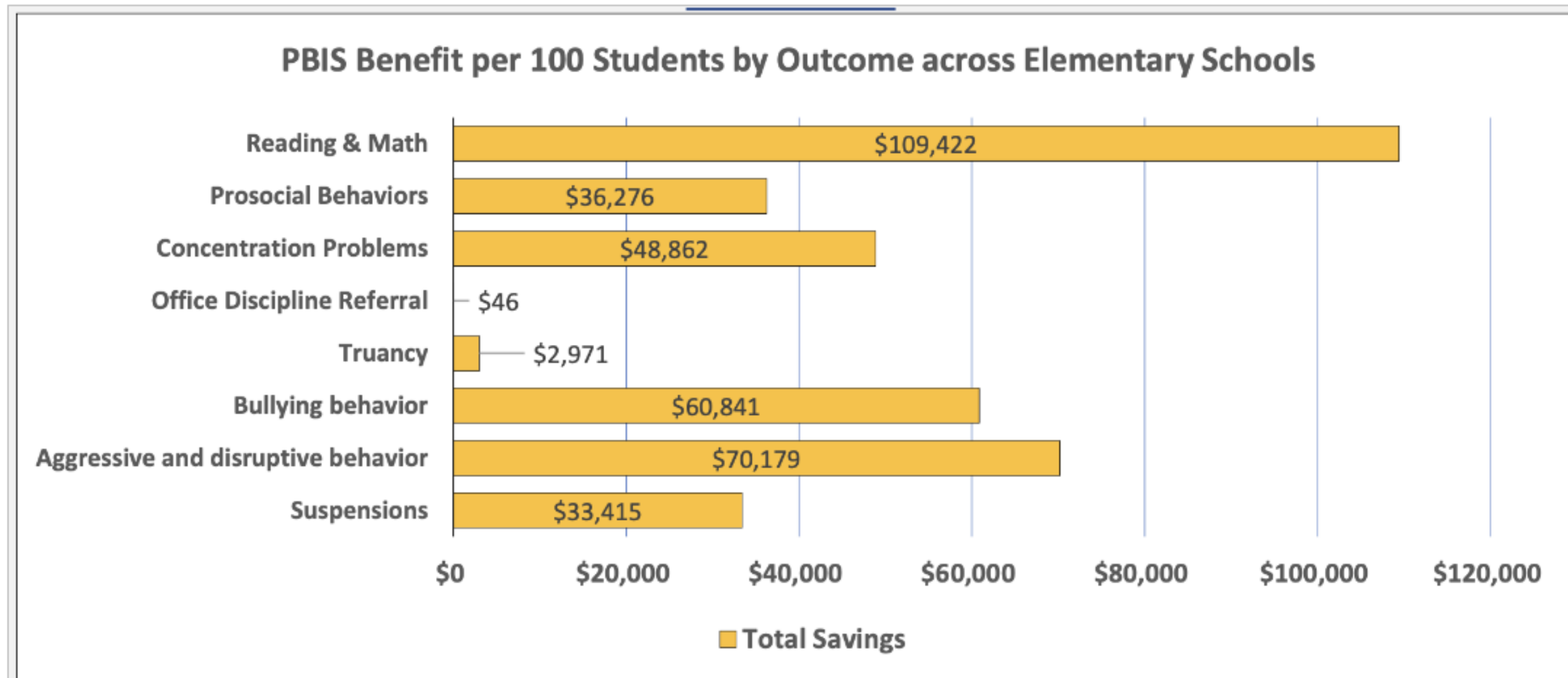
“Theory of Action” for MTSS



Return on Investment

Cost	Return
<p>Student</p> <ul style="list-style-type: none"> Annual per pupil cost \$48.16 (Linstrom Johnson et al, 2020) Median annual per pupil cost \$58.00 (Bradshaw et al, 2020) 	<ul style="list-style-type: none"> Improvements in standardized test scores per 100 students: \$138,658 for elementary, \$71,444 for secondary (Bradshaw et al, 2021) Reduction in aggressive and disruptive behavior \$166,028 (Bradshaw et al, 2021) Every \$1 invested in SWPBIS resulted in a fiscal savings of \$104.90 (Swain-Bradway et al, 2017)
<p>School</p> <ul style="list-style-type: none"> Annual average cost \$27,363 (Linstrom Johnson et al, 2020) Median annual cost \$36,698 (Bradshaw et al, 2020) Annual cost of coaching \$8198 (Pas et al, 2020) Average cost of training for tier 1= \$14,481 for tiers 2-3 = \$6,502 (Bradshaw et al, 2020) 	
<p>District</p> <ul style="list-style-type: none"> Annual average cost \$143,000 (Linstrom Johnson et al, 2020) 	

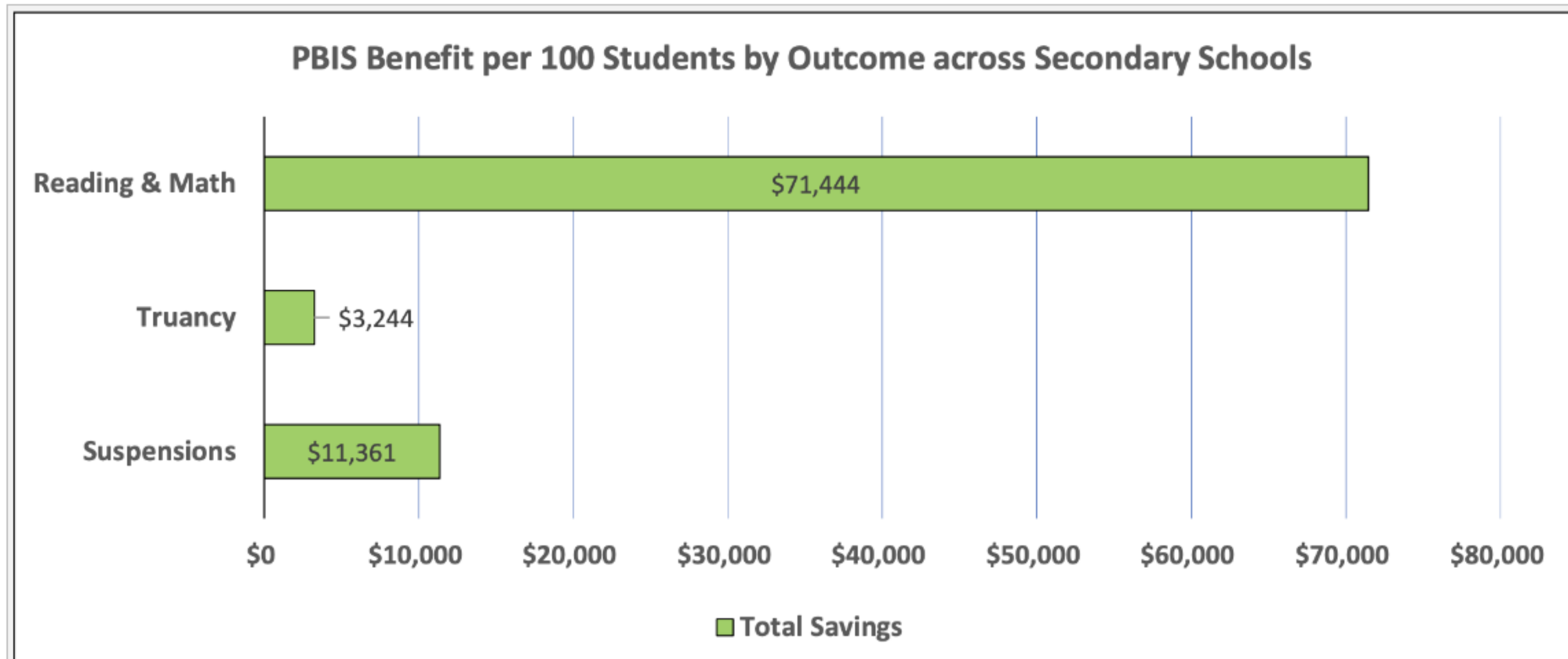
Costs saved with PBIS/MTSS (Bradshaw et al., 2021)



Significant Cost Savings: Improvements in reading & math proficiency (Total Savings = \$109,422) and reductions in aggressive and disruptive behavior (Total Savings = \$70,179), bullying behavior (Total Savings = \$60,841), suspensions (Total Savings = \$33,415), and concentration problems (Total Savings = \$48,862)

Costs Saved

Costs saved with PBIS/MTSS in Secondary Schools (Bradshaw et al., 2021)



Significant Cost Savings: Improvements in reading & math proficiency (Total Savings = \$71,444) and reductions in suspensions (Total Savings = \$11,361)

Funding Strategies



Fiscal Guidance for Implementing a Multi-Tiered System of Supports (MTSS)

Version 1.0
May 20, 2021

Although this guide refers to federal and state laws and regulations, it is intended solely to provide general information and does not constitute legal advice. This guidance provides a general overview of allowable activities, but whether a particular cost can be supported with federal or state funds depends on the underlying needs and local context. Therefore, the fact that an activity is listed in this guidance does not mean it is allowable in all circumstances.

Part III: Example LEA Activities to Support Essential Components of MTSS

The tables below provide examples of how LEAs may coordinate federal and state program funds to support implementation of the five essential components of MTSS; however, the tables do not include all allowable activities. There may be specific requirements under each of the state and federal programs to consider before allocating funds. To meet these requirements, consult with your district's program director(s), finance officer, and MDE consultants.

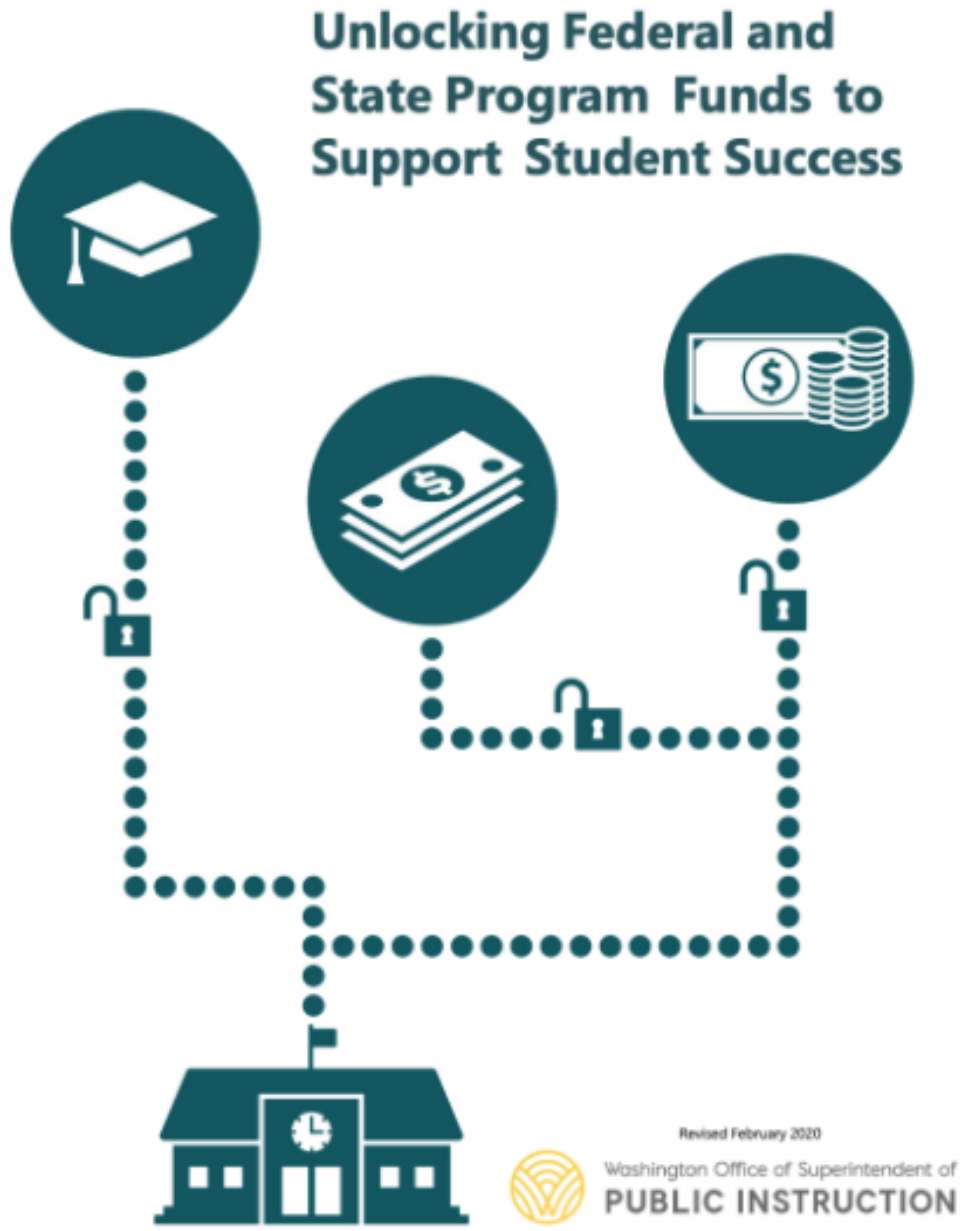
Team-Based Leadership

Table 1. X indicates generally allowable use of funds; * depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

LEA Level Activities	Federal						State			General
	Title I, Part A	Title I, Part C	Title II, Part .	Title III	Title IV, Part A	IDEA	21h	31a	35a	
District MTSS Coordinator to convene the district team, lead the development of the LEA's MTSS implementation plan, coordinate MTSS efforts district-wide, and review the overall progress for continuous improvement.	*						X	*		X
School-level systems coach to support the implementation and monitoring of MTSS (e.g., PBIS, reading components of an MTSS framework)	*						X	*		X
Professional development for the district team to install an MTSS framework	*		X			X	X	X		X

Funding Strategies

Funding Source	Sample Activities/Strategies That May Be Funded
<p>Title I, Part A</p>	<p>Title I, Part A funds may be used for some or all activities associated with implementing the components of MTSS, specifically supporting Tier 2 and Tier 3 activities/options.</p> <p>Title I, Part A program models (Schoolwide and Targeted) both are required to conduct a comprehensive needs assessment. Therefore, the comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses influencing student performance. It also sheds light on the needs of the entire program.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Provide small group intervention services for reading to students who demonstrate a need based on the results of a universal screening tool. • Hire/pay for intervention teachers (e.g., salary); • Purchase supplementary materials needed to address students' needs in specific areas of reading; • Purchase and use a data management system, including data analysis tools, such as an Instruction Improvement System, to help educators manage and analyze eligible student data to improve instruction and decision-making; • Provide professional learning on intervention strategies (e.g., hire consultants, send educators to training, purchase materials) to ensure the effective implementation of interventions.



For more information on whether a specific activity or program may be funded with a specific federal funding source, consult the law or contact the appropriate program office. (See list of contacts in Appendix B).

Funding Strategies—State Examples

Funding for Multi-Tiered System of Supports Implementation

Summary of Interview Findings with Minnesota

Minnesota Department of Education (MDE) collaborated with schools to conduct interviews with schools to understand how schools use the Multi-Tiered System of Supports (MTSS) implementation. Findings from these interviews are included at the end of this summary.

MDE identified 21 schools to invite to participate in the voluntary survey. These schools have been implementing MTSS for at least six years, participated in MTSS implementation surveys, and have made gains in one or more areas of student improvement (e.g., student reading proficiency, math proficiency). The schools included small and large schools in the Twin Cities' metro area.

Funding Minnesota Multi-Tiered System of Supports

Key Findings and Recommendations

Minnesota MTSS

Multi-Tiered System of Supports (MTSS) is an integrated system of high quality, standards-based instruction and interventions that are matched to students' academic, social-emotional, and behavioral needs. The framework relies on strong core instruction and layered tiers of supports for all needs of the whole child, with a focus on equity and cultural responsiveness as a means of ensuring student success.

The Minnesota Department of Education (MDE) advocates for the use of MTSS in Minnesota's public schools to increase the number of students meeting grade-level standards and graduating with skills for further education and careers. MDE's work with MTSS is connected to implementing practices that embed the Minnesota K-12 Academic Standards with fidelity and building supports to increase academic achievement for all students (<http://education.state.mn.us/MDE/dse/mtss/>).

Research studies

Working with MDE, Wilder Research has been conducting annual voluntary surveys of Minnesota K-12 schools about their implementation of MTSS since the 2012-13 school year. Schools that participate in the surveys receive their results along with the aggregated results of the same type of schools (elementary, middle, high school, and K-12) in Minnesota.

Funding Strategies—State Examples

Funding Recommendations for Minnesota Department of Education

Strengthen technical assistance and support schools and districts in implementing and funding their MTSS by:

- Creating a Frequently Asked Questions page about MTSS on MDE’s website to inform schools and districts about MTSS efforts in Minnesota and provide basic information about the MTSS purpose, benefits, and components.
 - Creating general guidance for school districts in Minnesota on how to coordinate the use of state and federal funds to support the implementation of MTSS.
 - Implementing individualized partnerships with and coaching support to schools and school districts to help address their unique needs, concerns, barriers, and challenges in implementing and allocating funding for their MTSS. Partnering with an outside organization with this expertise could be helpful.
 - Increasing flexibility in grant requirements and revising timelines for grant applications to align with schools’ budgeting calendars.
- Enhance statewide evaluation. We recommend that MDE continue to gather statewide surveys of MTSS implementation and enhance it with funding-related questions. MDE could also study cohorts of schools in the different stages of implementation over time to get a deeper understanding and insights about how to effectively support schools and districts as they navigate their funding and implementation challenges.
 - Continue to share information and learnings with educators, practitioners, and field experts locally and nationally.

Aligning Policy with Practice--Examples

Oregon Department of Ed. Standard Operating Procedure for Proven Practice

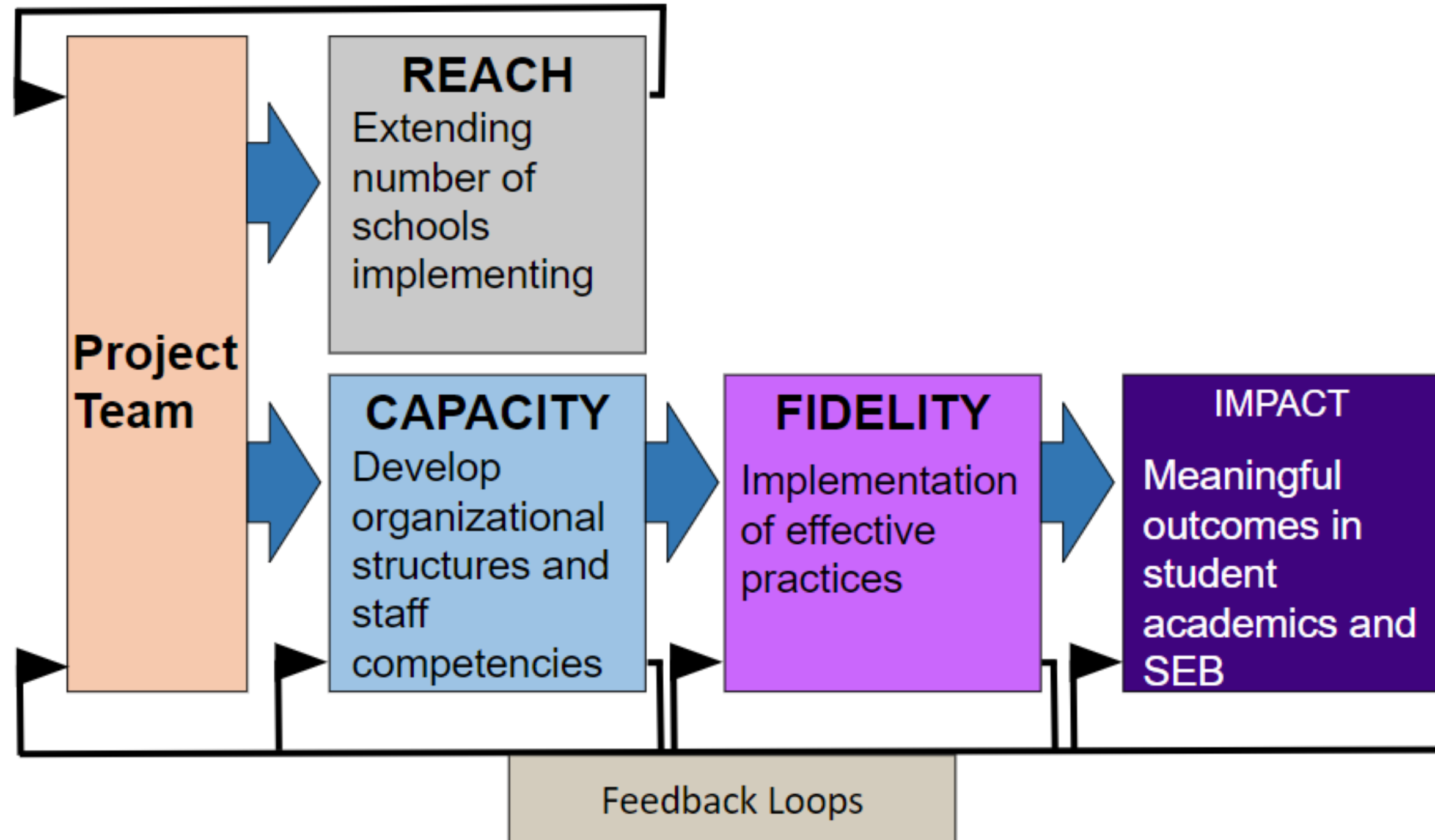
Standard Practices are those used regularly as part of on-going educational efforts and cycles. These practices represent our current best perception of how to provide an effective education. They represent practices that have been historically helpful and effective.

Emerging Practices are ideas, curricula, programs and procedures that have reasonable likelihood to improve the core outcomes of education in Oregon's schools, but have not yet been validated through research and model demonstrations to be effective, practical, and scalable. Emerging practices have sufficient documentation to encourage further research, development, and/or investment in model demonstrations on a small scale, but not large-scale dissemination.

Promising Practices are ideas, curricula, programs and/or procedures that address a core educational outcome, have clearly defined procedures and training materials, are documented via peer reviewed research to produce valued outcomes, but (a) do not meet a current ODE need, (b) are too similar to existing practices, (c) require substantial infrastructure investment, or (d) have not been validated via implementation across at least 50 schools in Oregon.

Evaluation Alignment

Various Components of Evaluation



MTSS Recommendations

1. Strengthen NDE and Local Education Agencies System Competencies through MTSS to support and manage change and innovation.
2. Add lead indicators to state funds to help monitor our system (many federal sources have this already).
3. Continue the partnership with UNR for MTSS Statewide Training and Technical Assistance and expand reach.
4. Alignment goal is one system with multiple practices.
5. Fund the system, AND practices (money is heavy on practices, light on the system) to ensure positive student outcomes throughout the change process.
6. Keep implementation decisions local.

Thank you

