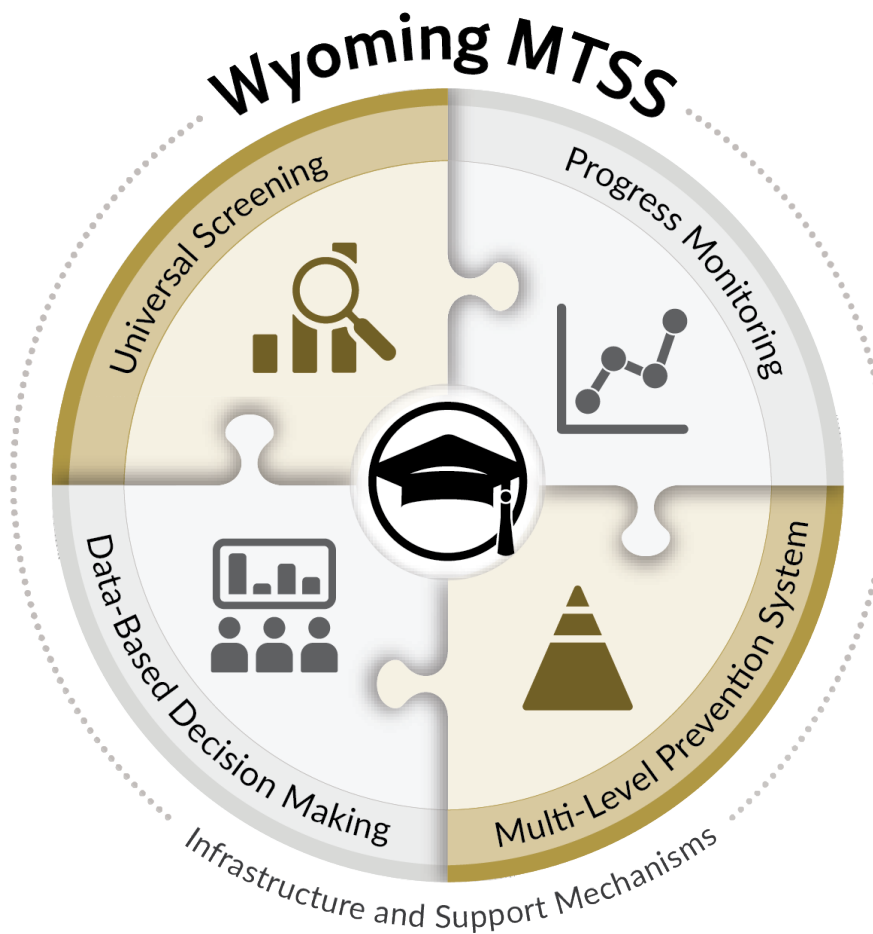


WDE WYOMING MTSS

MULTI-TIERED SYSTEM OF SUPPORTS

Wyoming MTSS Implementation Guide



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MULTI-TIERED SYSTEM OF SUPPORTS

The Wyoming Multi-Tiered System of Supports (MTSS) Center was launched in April 2021 to support Wyoming educators with scaling up and sustaining an MTSS framework. The Wyoming MTSS Center offers training, coaching, and resources that are free to access.

This implementation guide was designed to assist educators in the field with MTSS. Our intention is that a school-based team can use this guide to build a sustainable model of MTSS in their site.

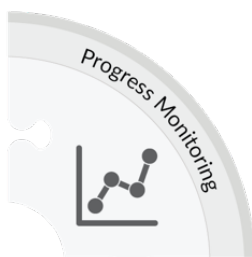
The Wyoming MTSS Center is a cross-division effort to support local Wyoming educators in developing the knowledge, skills, and infrastructure to effectively implement MTSS. The Wyoming MTSS Center is in partnership with the MTSS Center at the American Institutes for Research®.

What Is MTSS?

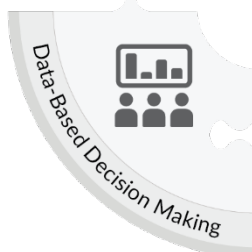
MTSS is a framework that focuses on system-level change and continuous improvement across the classroom, school, and district to provide each student with opportunities to maximize academic achievement and develop skills for success. In Wyoming, MTSS has four components: universal screening, progress monitoring, data-based decision making, and multi-level prevention system.



Universal screening is a systematic process that uses appropriate measures for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. Universal screening is also used to evaluate the effectiveness of core instruction.



Progress monitoring is the use of reliable and valid measures to assess a student's performance and to quantify a student's rate of improvement or responsiveness to supplemental instruction and support. Progress monitoring is also used to evaluate the effectiveness of supplemental instruction.



Data-based decision making occurs at all levels of MTSS implementation, from individual students to the district level. Teams use screening, diagnostic, progress-monitoring, classroom assessment, and fidelity data to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, and identification of students with disabilities (in accordance with state and local policies).

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


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The **multi-level prevention system** includes three tiers of intensity for instruction, intervention, and supports. Tier 1 includes high-quality, schoolwide academic, social, emotional, and behavioral programming and supports designed to meet the needs of all students. At Tier 2, schools provide small-group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at risk. Through instruction and supports that are intensified and individualized based on student need, **Tier 3** includes intensive intervention for students not responding to Tier 2.




MTSS also includes [Infrastructure](#) and support mechanisms that schools can use to support the four components (see Exhibit 1).

Exhibit 1. MTSS Infrastructure Checklist

	<p>Prevention Focus All staff understand that MTSS is a framework to prevent all students, including students with disabilities, from experiencing poor learning outcomes.</p>
	<p>Leadership Personnel Decisions by school and district leaders support the components of MTSS at the school and help make it more effective. Support for implementation is a high priority.</p>
	<p>School-Based Professional Development School-based professional development is structured so that all teachers examine, reflect on, and improve instructional practice, data-based decision making, and the delivery of interventions and supports.</p>
	<p>Cultural and Linguistic Responsiveness Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant instructional practices, assessments, and intervention programs.</p>
	<p>Resources Resources (e.g., funds, programs, staffing) are adequately allocated to support MTSS implementation.</p>
	<p>Schedules Schoolwide schedules support multiple levels of intervention. Adequate additional time is built in for core programming, interventions, and teaming.</p>
	<p>Communications With and Involvement of Families The school ensures that a description of the school's components of MTSS is shared with families; a coherent mechanism is used to update families on the progress of their child; and families are involved during decision making regarding their child's progress.</p>
	<p>Communication With and Involvement of Staff The school ensures that a description of the school's components of MTSS and data-based decision-making process is shared with staff; a system is in place to keep staff informed; and teacher teams collaborate frequently.</p>

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	<p>MTSS Team The MTSS team is representative of all key stakeholders. Structures and clear processes are in place to guide decision making, and time is set aside for the team to meet regularly.</p>
	<p>Fidelity The school has procedures in place to monitor the fidelity of implementation of MTSS, the fidelity of instruction and interventions, and the processes of administering and analyzing assessments.</p>
	<p>Evaluation The school ensures that an evaluation plan is in place to monitor short- and long-term goals, the effectiveness of the MTSS framework (i.e., core curriculum, interventions, and screening process are effective), and the fidelity and efficiency across all components of the MTSS framework.</p>

Collective Efficacy

The Wyoming MTSS Center recognizes that no single educator, system, or school possesses all the time, knowledge, and skills needed to meet the needs of every single child in the school system. Rather, the collective work and efficacy of those educators in the school can enable change for all students.

Collective efficacy is the collective belief of educators that they can positively affect students' academic achievement and other outcomes.

To build collective efficacy, we recommend focusing on the following four questions:

1. What do we want for our students, staff, and families?
2. What is the current reality, and who are the key people involved?
3. What do our students, staff, and families need to be successful?
4. How can we maximize our resources to support our students, staff, and families?

These four questions help build the vision and understanding for MTSS within a site. In fact, MTSS provides the data and infrastructure needed to build collective efficacy. In Exhibit 2, we share the four questions and resources that teams can use to answer each question.

Exhibit 2. Using Key Questions to Build Collective Efficacy

Question	Resources and activities
What do we want for our students, staff, and families?	Vision setting
What is the current reality, and who are the key people involved?	MTSS Fidelity of Implementation Rubric MTSS Fidelity of Implementation Rubric Summary Sheet Analysis of student outcome data
What do our students, staff, and families need to be successful?	Discussion or analysis between vision and current reality Goal setting Action planning

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Question	Resources and activities
How can we maximize our resources to support our students, staff, and families?	Audit of existing resources Action planning

Formula for Implementation

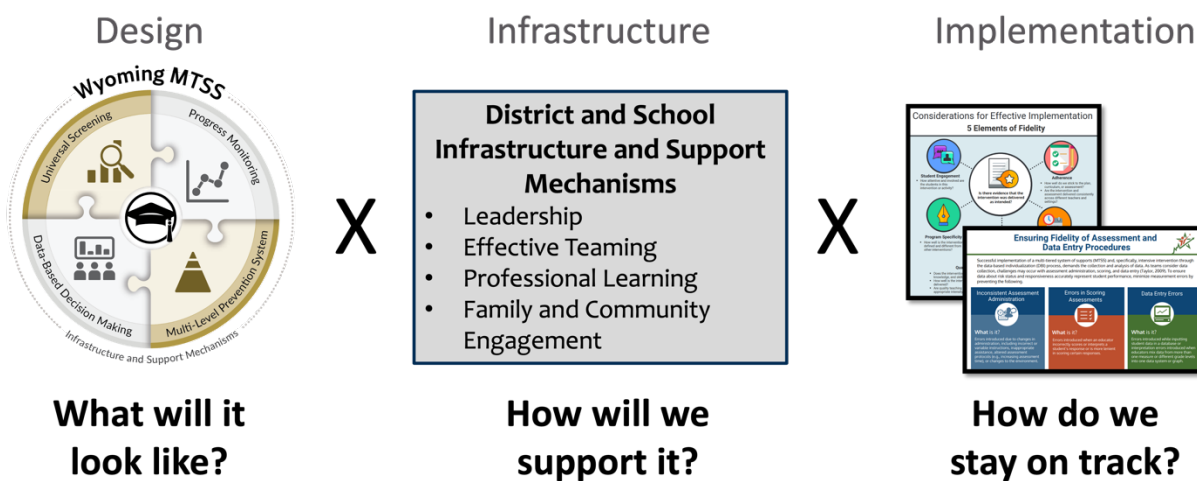
Implementing MTSS can be daunting, but the formula for success (see Exhibit 3) can help to simplify the task. Teams can consider *design*, *infrastructure*, and *implementation* to make implementing MTSS feel feasible and doable.

When implementing MTSS, consider the following:

- **Design.** What do we want each of our components of MTSS to look like?
- **Infrastructure.** What critical pieces of infrastructure will support our implementation efforts?
- **Implementation.** What data will we gather to ensure we are implementing with fidelity?

By using this formula, teams can ensure they are implementing in a continuous improvement manner.

Exhibit 3. Formula for Success



MTSS Made Simple

Implementing MTSS can be a big undertaking because it entails systems change and, oftentimes, restructuring of how business is done within a school. This process also includes extensive training and coaching to ensure that practices are implemented to fidelity (McIntosh & Goodman, 2016). To keep the process simple, educators can think of MTSS as what each school needs to do during each screening or benchmarking period.

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Each benchmarking period, schools need to be able to do the following:

- **Screen** all students to identify who is at risk for poor learning outcomes.
- **Respond** to that data by adjusting core instruction and/or providing interventions to students who are at risk.
- **Monitor** the progress of students receiving core instruction and analyze progress-monitoring data for students receiving intervention.
- **Improve** the benchmarking process by engaging in an iterative, self-reflective process.

Where to Begin?

So where does one start with MTSS implementation? We first recommend watching previous trainings on each of our components within MTSS, which can be found on the [Wyoming MTSS Center's webpage](#). These trainings provide an overview and detailed information for each component. The following is a list of 10 explicit steps that schools can use. Each step includes links to resources and suggested activities to facilitate completion of the step.

1. Form a team.
2. Take stock.
3. Build buy-in and understanding.
4. Select or adjust practices, tools, and interventions.
5. Administer screeners and analyze the data.
6. Respond by providing interventions and/or adjusting core instruction.
7. Gather progress-monitoring data.
8. Analyze progress-monitoring data.
9. Make adjustments based on the data.
10. Analyze benchmarking processes and adjust.

1. Form a team.

Activities	Resources
<ul style="list-style-type: none"> • Establish norms, roles, and an agenda. 	MTSS School Teams

MTSS implementation begins with forming a team to lead the work. This team needs to have representative members from across grade levels, departments, and regular and special education. The team also needs to include a decision-making person, such as the principal or assistant principal. The purpose of the team is to lead and implement MTSS, so they will ensure the vision of MTSS in the building and will also make sure staff have the right amount of training and coaching to implement.

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2. Take stock.

Activities	Resources
<ul style="list-style-type: none"> Complete the MTSS Fidelity of Implementation Rubric. Conduct an intervention audit. 	MTSS Fidelity of Implementation Rubric Summary Sheet

Once the team is formed, they can first take stock of current implementation practices. As a team, members can complete the MTSS Fidelity of Implementation Rubric and use the Summary Sheet to identify priorities.

3. Build buy-in and understanding.

Activities	Resources
<ul style="list-style-type: none"> Provide introductory overview of MTSS. Assess consensus and support for MTSS. 	MTSS Introduction Slides

Teams next provide an introduction to MTSS and the focus of the work for their specific site. Providing a presentation on MTSS builds understanding and support for MTSS within their site.

4. Select or adjust practices, tools, and interventions.

Activities	Resources
<ul style="list-style-type: none"> Evaluate current practices using the tools chart. Identify or adjust a screener, intervention, and progress-monitoring tool 	National Center on Intensive Intervention (NCII) Tools Chart What Works Clearinghouse (WWC) Practice Guides

It is important that schools use effective and evidence-based practices. Teams can evaluate their current practices and select appropriate practices using various resources, including the [Tools Chart](#) from NCII and the [WWC Practice Guides](#). Teams can use the [FAIR test](#) for each practice, which asks if practices are feasible, acceptable, impactful, and relevant.

5. Administer screeners and analyze the data.

Activities	Resources
<ul style="list-style-type: none"> Use risk verification processes to identify students who need additional support. Use screening data to evaluate the health of core instruction. 	Screening Process (MTSS Center)

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Each benchmark period, schools will administer screening assessments. They will then use that data to identify students who need additional support. Schools will also use that data to evaluate the extent to which core instruction is meeting the needs of at least 80% of their students.

6. Respond by providing interventions and/or adjusting core instruction.

Activities	Resources
<ul style="list-style-type: none"> Match students to interventions and provide support. 	Tier 2 Identification Procedures

Once schools know which students need interventions, schools can provide those supports to the students. At this step, schools are responding to the data by providing additional support to students who need them. The activities focus on identification procedures for Tier 2, but schools may also need to evaluate and adjust their core instruction, depending on the results of the screening data.

7. Gather progress-monitoring data.

Activities	Resources
<ul style="list-style-type: none"> Develop a process for gathering and entering progress-monitoring data. 	5 Elements of Fidelity Goal Setting (NCII) Tools Chart (NCII)

After providing interventions to students, schools will gather progress-monitoring and fidelity data to evaluate the extent to which interventions are beneficial to the students receiving them. Gathering fidelity data allows schools to determine if interventions are provided as intended. Gathering progress-monitoring data allows schools to determine the extent to which the intervention may be benefiting the student.

8. Analyze progress-monitoring data.

Activities	Resources
<ul style="list-style-type: none"> Analyze progress-monitoring data to make decisions about interventions. 	Student Progress Monitoring Tool

Next, schools analyze the progress-monitoring data and fidelity data to make determinations about the interventions provided. They can continue support for students making adequate growth, fade out support for students who have reach their goals, or adjust the interventions for students not making adequate growth.

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9. Make adjustments based on the data.

Activities	Resources
<ul style="list-style-type: none"> Adjust interventions to ensure students are making adequate growth. 	Taxonomy of Intervention Intensity Clarifying Questions to Create a Hypothesis Strategies for Scheduling

Once the data are analyzed and if schools are going to adjust interventions, they can use the Taxonomy of Intervention Intensity as a guide to adjust interventions and instructional factors.

10. Analyze benchmarking processes and adjust.

Activities	Resources
<ul style="list-style-type: none"> Reflect on the benchmarking process by gathering input from staff. Gather and analyze data on fidelity of assessment procedures. 	5 Elements of Fidelity

Finally, schools can reflect on their benchmarking processes and the previous nine steps to see how well they are doing with using data to provide and monitor interventions for students. MTSS implementation is an iterative process, so teams will want to reflect on what went well as they prepare for the next benchmarking period.

These steps and activities are designed to be completed during the course of a school year. Exhibit 4 includes a suggested timeline. We offer two different options, depending on a school's readiness and pace of implementation.

Exhibit 4. Suggested Timeline

Month	Step (regular pace)	Step (heightened pace)
August	Form a team.	Form a team. Take stock.
September	Take stock.	Build buy-in and understanding. Select or adjust practices. Administer screeners and analyze the data.
October	Build buy-in and understanding.	Respond by providing interventions and/or adjusting core instruction. Gather progress-monitoring data.
November	Select or adjust practices.	Analyze progress-monitoring data. Make adjustments based on the data.
December		Analyze benchmarking processes and adjust.

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Month	Step (regular pace)	Step (heightened pace)
January	Administer screeners and analyze the data.	Administer screeners and analyze the data. Respond by providing interventions and/or adjusting core instruction.
February	Respond by providing interventions and/or adjusting core instruction. Gather progress-monitoring data.	Gather progress-monitoring data.
March	Analyze progress-monitoring data. Make adjustments based on the data.	Analyze progress-monitoring data. Make adjustments based on the data.
April	Analyze benchmarking processes and adjust.	Analyze benchmarking processes and adjust.
May		

For more information or if you have questions, please reach out to the Wyoming MTSS Center. Email us at wde-wyomingMTSS@wyo.gov or visit our site at edu.wyoming.gov/educators/pd/wyoming-mtss.

References:

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support*. Guilford.