

## **MISSOURI MULTI-TIERED SYSTEM OF SUPPORT (MO-MTSS)**

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of education that uses data to make educational decisions and integrates academic and social/behavioral systems. The integrated supports are provided in varying intensities through multiple levels (universal, targeted, and intensive) based on need. "Needs driven" decision making seeks to ensure that resources reach the appropriate district/building/classroom/student at the appropriate level to accelerate the performance of ALL students to achieve and/or exceed proficiency.

### **Belief Statement**

We believe that a comprehensive MTSS that addresses the academic and social/behavioral needs of all students will enable the educational system, at all levels, to focus resources more effectively and efficiently to help ensure that all students graduate college and career ready.

### **Rationale**

Many existing initiatives share the common elements of a MTSS (e.g., Schoolwide Positive Behavior Support [SW-PBS], Response to Intervention [RTI], Professional Learning Communities [PLC]). Although these initiatives share many of the core characteristics of a MTSS, the differences in the use of terms, who has responsibility for implementation, and the language used to describe the initiatives have often resulted in high levels of variability and duplication in implementation at state, regional, district, and school levels. These differences serve to potentially limit the impact of both the integrity and effectiveness of implementation and student growth.

### **Desired Outcome**

All Missouri students will achieve high academic and social/behavioral outcomes to ensure college and career readiness upon high school graduation.

### **Purpose Statement**

To move from a system of multiple programs/initiatives that predominantly address either academics or social/behavioral achievement to a comprehensive multi-tiered system of support that addresses the academic and social/behavioral needs of all students.

### **An Effective MTSS System Requires**

- a common language and common understanding around the rationale, purpose, and expected outcomes of implementation
- identification of who has the responsibility for implementation of what levels and components
- that policies are supportive of, and not barriers to, the implementation of the MTSS
- the appropriate level of support to ensure effective and efficient implementation
- identification of the roles/individuals who will have implementation of the MTSS as part of their performance expectation

### **MTSS occurs at all levels of the educational system**

- state (support to regions and districts)
- regional (support to districts, buildings, classrooms and teachers)
- district (support to buildings, classrooms, teachers)
- building (support to grade-level/content-area groups, classrooms, teachers, students)
- classroom (support to students)