



ENGAGING IN RESEARCH TO PRACTICE

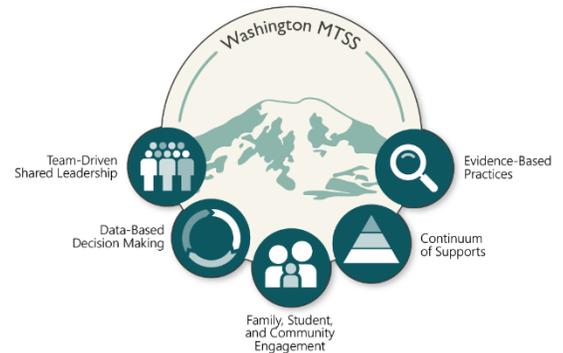
Washington Multi-Tiered System of Support (MTSS) Framework

A Multi-tiered system of support (MTSS) is an organizational approach for districts and schools to create equitable, consistent, and flexible supports that empower educators, students, families, and communities to ensure benefit for every student.

A key component for effective MTSS implementation is the shared leadership through effective teaming practices. Research shows that when implementing a practice without a team, 14% of sites reach full implementation or fidelity after 17 years. When having an effective implementation team leading the implementation, 80% of sites reach full implementation or fidelity after 3 years (Fixsen, Blase, Timbers, & Wolf, 2001; Balas & Boren, 2000; Green & Seifert, 2005; Saldana & Chamberlain, 2012).

Team-Driven Shared Leadership

Sustained Implementation of MTSS is dependent on building the capacity of the organization to lead and support the essential MTSS components. This is done by leadership teams who share the responsibility to support all adults in the school building by planning, coordinating, monitoring, and adjusting MTSS implementation activities. Leadership teams are responsible for building the capacity of the team to lead the work as well as providing ongoing training and support to staff, families, and community partners to implement as intended. Leadership teams should have broad representation and an established process to regularly solicit input and collect data from staff, students, families, and community partners. This feedback helps drive implementation decisions. These teams also use validated tools such as the District Systems Fidelity Inventory to assess capacity and Schoolwide PBIS Tiered Fidelity Inventory and Reading Tiered Fidelity Inventory to assess fidelity of implementation in order to prevent drift from the core, evidence-based features of the system.



Cascading District and School Systems

Implementation of MTSS is coordinated through cascading systems. While implementation is often a focus at the school or classroom level, the district's role is critical. The district leadership team is responsible for ensuring key stakeholders are engaged and systems, resources, policies, and practices are aligned to implementation priorities. The district also ensures that coaching, training, and evaluation capacity are developed across the system. With the guidance and support of the district, school leadership teams are responsible for leading MTSS implementation in their school. They oversee staged implementation, assess fidelity of implementation, and coordinate communication across internal and external teams to continually improve implementation. School staff implement the evidence-based programs and practices through a tiered delivery system to meet the social, emotional, behavioral, and academic needs of students. When implemented with fidelity, students benefit from supports and demonstrate improved social, emotional, behavioral, and academic outcomes.



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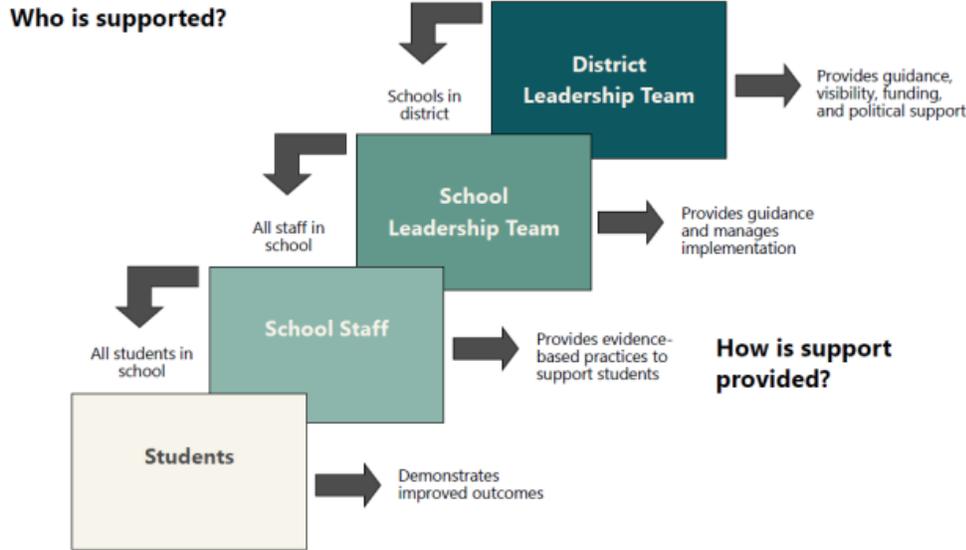


Figure 2: Cascading Systems. Adapted from Michigan Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSS TAC) with permission.

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To learn more about Washington’s MTSS Framework and related resources, visit:

- [Washington’s Multi-Tiered System of Support \(MTSS\) Framework](#)
- [OSPI's MTSS webpage](#)

| Discussion Questions: | Notes/Implementation Considerations |
|---|-------------------------------------|
| 1. What teams do you have that are leading or could take on the responsibility of leading MTSS implementation? | |
| 2. Who is currently on those teams? - How is membership determined? - Who is not represented on your teams, and how might you engage them? | |
| 3. What are successes and barriers you’ve experienced in ensuring collaboration between general education and special education within MTSS? | |