



Guidance on evidence for multi-tier systems of support

Every Student Succeeds Act (ESSA) includes five references to a multi-tier system of support for students in the law. Three that may be utilized are listed below:

1. "increase the ability of teachers to effectively teach children with disabilities... and English learners, which may include the use of multi-tier systems of supports and positive behavioral intervention and supports" (Title II, Sec.2103(b)(3)(F))
2. "Providing for a multi-tier system of supports for literacy services" (Subpart 2, Title II, Sec. 2224(e)(4))
3. Professional development that "give teachers...knowledge and skills to provide instruction and academic support services...including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodation" (Title VIII, Sec. 8002(42)(B)(xii) Title IX Redesignations

In the NDMTSS process, schools are guided through a way of creating a system of rapid response for students whose needs are not being met. No one system would work in every school and so it is critical to build a deep understanding of the needs of a school and then plan accordingly.

Due to this, it may be difficult to convey the evidence-based interventions for your plan prior to engaging in the trainings. ND DPI has agreed to allow for a budget revision and supplement to your plan, provided that you engage in the NDMTSS systems building trainings. If your school is planning on participating in NDMTSS trainings next year, specifically Building Your System and Developing Academic Pathways, you may choose to utilize the following language in your improvement plan:

NDMTSS does not have any specific interventions, curricula, or instruction that are utilized for schools to implement. Rather NDMTSS trainers and coaches will work with our school to conduct a needs assessment and gap analysis to ensure that the best possible intervention can be selected. During that process, we will utilize studies from What Works Clearinghouse, IES, and Evidence for ESSA to ensure that the interventions chosen have been proven to work with evidence. Further, we will include how we will progress monitor students and how we will check for fidelity. Finally, we will submit a supplement and budget revision outlining the specific interventions chosen and their effectiveness.



You can find additional details for most of the opportunities in the [NDMTSS Playbook](https://tinyurl.com/ndmtss2018playbook) (<https://tinyurl.com/ndmtss2018playbook>). If you would like to utilize NDMTSS, I would ask that you respond with any questions you may have. Additionally, we would ask that you provide your interest in any of the opportunities so that we can appropriately place the trainings and supports.

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North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, social-emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.