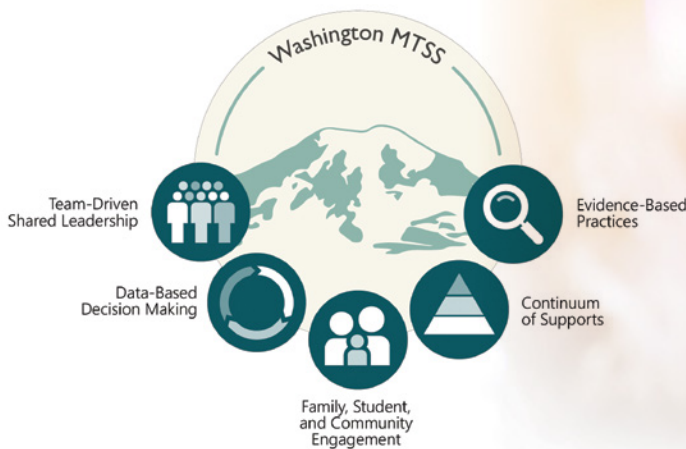


# Multi-Tiered Systems of Support (MTSS) Framework in Juvenile Rehabilitation



The MTSS framework is one of the key recommendations from HB1295, *Improving Institutional Education Outcomes*, and is currently being implemented at Echo Glen Children's Center. MTSS will be scaled up across all Juvenile Rehabilitation (JR) facilities over the next 3-5 years.

MTSS is a comprehensive framework to improve academic, behavior, and social-emotional outcomes for all students, including students with disabilities. The Washington Office of Superintendent of Public Instruction (OSPI) defines MTSS as a framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student. The framework builds on a public health approach that focuses on organizing the efforts of adults within systems to be more effective, helping to ensure students benefit from nurturing environments and equitable access to different instruction and supports that meet their unique needs. Learn more here:

[www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss](http://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss)

MTSS is also an efficient way to allocate and leverage limited resources to address student needs. This efficiency is increased through an integrated MTSS approach. To implement MTSS correctly, it is important to understand the key components of this framework.

MTSS aims to ensure every student has equitable access to the instruction, school district, teams, and supports they need to thrive. MTSS includes:

- Identifying and address biases and systemic barriers that drive inequitable access and disparate outcomes for Black, Indigenous, and students of color, students experiencing poverty, students receiving special education or English learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Collaborating with students, families, school staff, JR staff, and community partners to leverage the unique cultural and linguistic assets of their communities in order to provide every student an inclusive and responsive learning environment.
- Delivering comprehensive supports that consistently meet every student's needs and accelerating student academic, social, emotional, and behavioral learning.



Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

## MTSS Essential Components

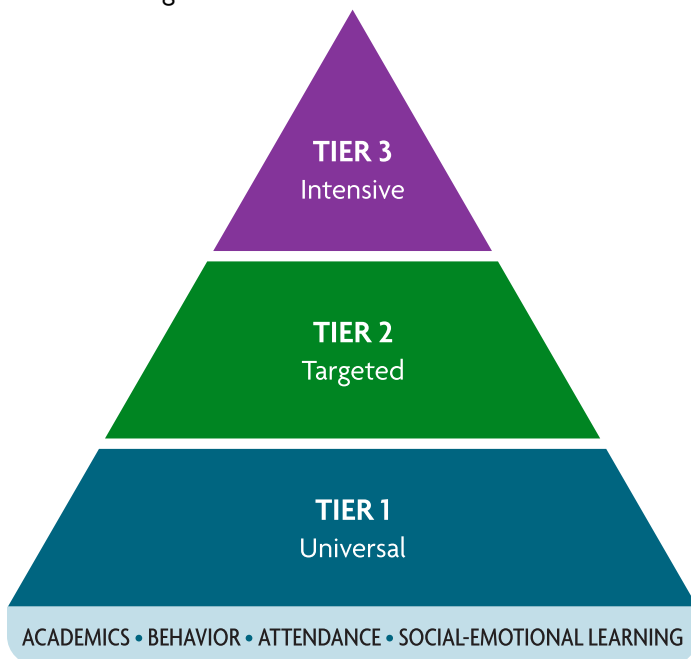
- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions, and Supports
- Comprehensive Screening and Assessment System
- Comprehensive and Continuous Data-Based Decision-Making

### Team-Based Leadership

Successful implementation of MTSS requires a committed and consistent effort among teams of schools, districts, and JR staff. Teams that collaborate and communicate contribute to alignment and cohesion across multiple levels of the system.

### Tiered Delivery System

MTSS includes three levels, or tiers, of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.



**TIER 1:** For MTSS, a school must first establish its tier 1, or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

**TIERS 2 AND 3:** The intensity and duration of supports increase for tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

## Selection and Implementation of Instruction, Interventions, and Supports

Instruction, interventions, and supports are chosen because there is evidence that indicates expected success for the identified needs of the student population. Implementation and fidelity of instruction, interventions, and supports are critical to learner success.

### Comprehensive Screening and Assessment System

A comprehensive screening and assessment system is a coordinated system of multiple assessments and measures, which include:

- Balanced assessment system (formative, benchmark/interim, summative)
- Universal screening measures and decision rules for using those data
- Progress monitoring assessments and decision rules for using those data
- Diagnostic assessment process

### Comprehensive Continuous Data-Based Decision-Making

Assessments provide data that can be used to determine the success of a practice or student support. If the data shows a weakness in a practice or that a student is not responding to supports, staff can develop a plan of action to address the issue.



## MTSS Framework and Education Transformation at Echo Glen School

The education delivery model requirements for JR were developed in collaboration with DCYF/JR, OSPI, and Issaquah School District/Echo Glen School as part of the requirements of HB1295. These requirements will guide the development of the four-year implementation at Echo Glen Children's Center and are not listed in any particular order.

- Multi-disciplinary team approach with intentional, thoughtful, and proactive collaboration with DCYF and schools.
- MTSS for academics, social emotional learning, and behavior (Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RTI), and Social Emotional Learning (SEL)) that are reflected in policy and in practice.
- Integrated professional learning, teaming and coaching structures.
- Collaborative training to support a cohesive model across school and residential parts of Echo Glen Children's Center.
- Trauma-informed and restorative practices.
- Scholar-centered planning to individualize the academic, social, emotional, and behavioral supports for every youth, including a comprehensive transition plan.

- Priority recruitment, retention, professional development, and coaching of BIPOC teachers and staff that aligns with the vision, mission, and philosophy of the school.
- Data system that measures student growth academically, socially, emotionally, and behaviorally and supports data-based decisions around student and system programming.
- Equity and culturally competent lens in development of policies and procedures.
- Training in anti-racist and decolonized education delivery.
- Curriculum, policies, and practice driven by racial justice and equity.
- Mastery-based and experiential learning opportunities reflecting multiple pathways to graduation.
- Focus on career, technical education, and post-secondary education.
- Development of community partners to support the transition of youth post JR.

JR is excited to partner with Education Consultant Dr. Lisa Hoyt and Principal Allison Ilgenfritz and her team at Echo Glen School to implement MTSS at Echo Glen Children's Center.

---

*DCYF does not discriminate and provides equal access to its programs and services for all persons without regard to race, color, gender, religion, creed, marital status, national origin, sexual orientation, age, veteran's status, or presence of any physical, sensory, or mental disability.*

*If you would like free copies of this publication in an alternative format or language, please contact DCYF Constituent Relations at 1-800-723-4831 or email [communications@dcyf.wa.gov](mailto:communications@dcyf.wa.gov).*

DCYF PUBLICATION JR\_0066 (02-2023)