AZMTSS (Multi-Tiered Systems of Support) Overview

What is AZMTSS?

In Arizona, MTSS is defined as a coherent continuum of system wide, data-based problem solving practices supporting a rapid response to the academic and behavioral needs for all students. AZMTSS includes ongoing data-based monitoring of the effectiveness of all instruction and behavioral supports provided to maximize learning for all students.

Within AZMTSS, instruction/intervention[1] is delivered across multiple tiers depending on individual student needs as identified by student outcome data. Three tiers describe the level and intensity of instruction/interventions provided across the continuum.

Tier 1: Core and Universal Instruction and Supports

Academic and behavior instruction and supports designed and differentiated for all students in all setting.

Tier 2: Targeted and Supplemental Interventions and Supports

Individual or small group targeted instruction/intervention and supplemental supports in addition to and aligned with Tier 1 academic and behavior instruction and supports.

Tier 3: Intensive and Individualize Interventions and Supports

The most intensive instruction/intervention based on individual student need provided in addition to and aligned with Tier 1 and Tier 2 academic and behavior instruction and supports.

AZMTSS Framework

The AZMTSS Framework is aligned to the Arizona Comprehensive Needs Assessment and the Arizona Integrated Action Plan. The framework for AZMTSS seeks to do the following:

- Collaboratively develop the capacity of all Arizona LEAs to implement and sustain a system of supports that prepares all students for college, career, and civic responsibilities.

---

[1] The Every Students Succeeds Act (ESSA) of 2015, uses the term "intervention" broadly to encompass strategies, activities, programs, and interventions at all tiers of instruction.

- Accelerate and maximize academic and behavioral outcomes for all students through the application of collaborative data-based problem-solving utilized by effective leadership teams at all levels of the educational systems.

The table below details the six AZMTSS Components.

AZMTSS Component	Description
Effective Leadership	Effective leaders create a team and structure that communicates a vision of high academic, behavioral and social-emotional goals that focus on meeting the needs of the whole child.
Effective Teachers and Instruction	Effective instruction includes a tiered level of support to meet the academic, behavioral, and social-emotional needs of the whole child.
Effective Organization of Time	Effective schools allocate time within a tiered level of supports for the academic, behavioral and social-emotional needs of the whole child.
Effective Curriculum	Effective curricula include an evidence-based behavioral and social-emotional component that meets the needs of the whole child and is culturally relevant.
Conditions, Climate, and Culture	Inclusive schools are focused on positive relationships within all tiers of support to meet the academic, behavioral and social-emotional needs of all children.
Family and Community Engagement	Family and Community Engagement is an essential component to foster the academic, behavioral and social-emotional growth of the whole child.