



Designing and Implementing a Multi-Tiered System of Supports (MTSS) Curriculum Model for Disability-Inclusive Literacy and Numeracy Instruction in Underserved U.S. Schools

Author: Joyce Ann Dinglasan-Cayosa
Organization:EquityEd Curriculum Solutions

Executive Summary

The United States continues to face persistent gaps in literacy and numeracy for students with disabilities and for students enrolled in underserved schools, including rural districts, high-poverty urban systems, and schools operated by or serving Tribal communities. These gaps lower graduation rates, constrain workforce readiness, and undermine economic mobility. A research-grounded way forward is a Multi-Tiered System of Supports (MTSS): a comprehensive, school-wide framework that organizes evidence-based instruction and interventions in increasing intensity levels, guided by continuous assessment and collaborative problem solving. Federal law explicitly recognizes MTSS; the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), defines MTSS as “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decisionmaking.”¹ ([Legal Information Institute](#))

This white paper presents a policy-ready MTSS curriculum model for disability-inclusive literacy and numeracy, aligned with ESSA and the Individuals with Disabilities Education Act (IDEA). IDEA permits local education agencies to use up to 15% of Part B funds for Coordinated Early Intervening Services (CEIS), enabling early, tiered support for students who have not yet been identified as needing special education but require additional help²—an important financing lever for this model. ([Texas Education Agency](#))

The need is urgent. Recent NAEP reporting shows very high proportions of students with disabilities performing *below Basic* in both reading and math; in 2024, an estimated 72% of 4th-grade students with disabilities scored below Basic in reading, and 53% of 4th-grade students with disabilities scored below Basic in math.³ These data signal a national challenge that MTSS can practically address by strengthening core instruction, adding targeted small-group supports, and—where needed—delivering intensive, individualized intervention informed by data-based individualization (DBI). Evidence from systematic reviews and state evaluations indicates MTSS can improve academic and behavioral outcomes when implemented with fidelity.^{4 5} ([PMC](#), [ERIC](#))

The model outlined here integrates curriculum design, assessment systems, professional learning (including science-of-reading aligned practices), family engagement, implementation science, and a staged rollout plan. It explicitly connects to federal and state initiatives (e.g., ESSA school improvement, IDEA CEIS, OSEP’s State Personnel



Development Grants, Comprehensive Literacy State Development grants, and the Bureau of Indian Education's Strategic Direction).^{6 7 8 9 10} ([Simpler Grants](#), [U.S. Department of Education](#), [bie.edu](#))

A measurement framework defines clear, auditable outcomes, including increases in IEP goal attainment, gains on state-aligned literacy/numeracy assessments, improved teacher competency in MTSS practices, and 100% compliance with IDEA and ESSA reporting. Finally, a documented case example—Kansas's multi-year MTSS evaluation—illustrates feasibility and impact at scale.⁵ This paper is designed for educators, policymakers, Grantmakers, and other decision-makers seeking a rigorous, scalable path to raising achievement for students who have historically been least well served.

I. Introduction and Rationale

Literacy and numeracy are gateways to all subsequent learning, employability, and civic participation. Yet national data continue to show large, persistent disparities for students with disabilities across reading and mathematics. In the 2024 NAEP results, more than two-thirds of 4th-grade students with disabilities performed below Basic in reading; in mathematics, over half of 4th-grade students with disabilities were below Basic, with even larger shares at 8th grade.³ These patterns—compounded by pandemic-era learning interruptions and chronic absenteeism—point to systemic, not incidental, shortcomings. ([K-12 Dive](#))

The challenge is particularly acute in underserved contexts: high-poverty schools, rural districts with limited staffing and specialized expertise, and schools serving Native students. The Bureau of Indian Education's Strategic Direction articulates a mission to ensure culturally relevant, high-quality education that prepares students “to flourish in the opportunities of tomorrow.”¹⁰ Aligning school-wide instructional systems with that vision requires a practical, adaptable structure capable of supporting diverse learners and honoring community context—precisely the function of MTSS. ([bie.edu](#))

II. Federal Policy and Legislative Context

ESSA and MTSS. ESSA explicitly defines and encourages MTSS, emphasizing evidence-based practice, rapid response, and data-based decision making.¹ This federal definition sets a common language and legal foundation for states and districts to build coherent tiered systems that interconnect general and special education. ([Legal Information Institute](#))

IDEA, CEIS, and Equity. IDEA permits LEAs to allocate up to 15% of Part B funds to CEIS.² This authority is especially valuable in underserved districts with under-resourced early intervention capacity. Moreover, OSEP's rules on “significant disproportionality” support equity by requiring states to identify districts with disproportionate identification, placement, or discipline of students with disabilities and to ensure corrective action, often including preventive tiered supports.¹¹ ([U.S. Department of Education](#))

Section 504 and Inclusive Access. Section 504 of the Rehabilitation Act protects students with disabilities' access to the general curriculum. MTSS operationalizes that promise by



ensuring strong core instruction for all, prompt targeted help, and individualized intensive supports that reduce unnecessary removals from the least restrictive environment.

Tribal Education Priorities. The BIE mission stresses culturally relevant, high-quality education responsive to tribal needs.¹² A disability-inclusive MTSS—when co-designed with Tribal leaders, families, and educators—can integrate local language, culture, and community priorities within universal screening, progress monitoring, and tiered supports. (bie.edu)

III. Research Evidence and Theoretical Framework

Effectiveness of MTSS. Systematic reviews indicate MTSS frameworks, particularly when integrating academic and behavioral supports, improve outcomes in elementary schools across multiple countries.⁴ Evidence also supports Schoolwide PBIS as a complementary behavioral core that improves both behavior and achievement when combined with strong reading instruction.^{13 14} ([PMC](#))

Data-Based Individualization (DBI). For the small proportion of learners needing the most intensive support, the National Center on Intensive Intervention (NCII) recommends DBI: a research-grounded, iterative process using diagnostic assessment and frequent progress monitoring to individualize and intensify interventions.^{15 16} (intensiveintervention.org, [IRIS](#))

State-Level Evidence. Kansas undertook a multi-year, mixed-methods evaluation of MTSS implementation across hundreds of schools. External evaluations found Kansas MTSS substantially contributed to improved student outcomes, benefited teachers, and supported better overall school functioning.⁵ ([ERIC](#))

IV. Proposed MTSS Curriculum Model (Literacy and Numeracy)

The proposed model organizes instruction and intervention into three integrated tiers, with academic and behavioral support delivered coherently across the school.

Tier 1: Universal Instruction for All Students

- **Curriculum and Instruction.** Provide standards-aligned, research-based literacy and mathematics instruction accessible to all students, including those with mild/moderate disabilities. Literacy includes explicit, systematic instruction across phonological awareness, phonics, fluency, vocabulary, and comprehension—consistent with widely accepted “science of reading” components.¹⁷
- **UDL and Accessibility.** Universal Design for Learning, accessible materials, and assistive technologies ensure access without stigma.
- **Universal Screening and Frequent Formative Assessment.** Screen all students’ multiple times annually in reading and math; use frequent formative checks to adjust instruction. Progress-monitoring measures should meet technical quality standards and be practical for classroom use.^{18 19}

Tier 2: Targeted Small-Group Interventions



- **Eligibility via Data.** Students who fall below benchmarks receive time-limited, targeted small-group interventions aligned to identified skill deficits (e.g., decoding in literacy, sense in math).
- **Evidence-Based Protocols.** Implement standardized, research-based intervention protocols for common needs; adjust group size, dose, and duration based on progress data.
- **Collaborative Problem Solving.** Grade-level and student-support teams review progress every 4–6 weeks and modify plans responsively.

Tier 3: Intensive, Individualized Intervention

- **DBI Process.** For students with severe and persistent needs, apply DBI to intensify and individualize instruction (e.g., increased minutes, reduced group size, adapted content/strategies).^{15 16}
- **Specialist-Led Instruction.** Special educators, interventionists, and school psychologists collaborate closely with general educators; Tier 3 often overlaps with IEP services and should be tightly aligned with IEP goals.
- **Family Partnership.** Families co-design supports and receive clear updates on growth, with materials to reinforce skills at home.

Integrated Behavior Supports (Schoolwide PBIS)

Academic growth is sustained when engagement and behavior are addressed. Embedding PBIS clarifies schoolwide expectations, strengthens classroom management, and reduces lost instructional time; randomized and quasi-experimental studies show positive effects on behavior and, in some studies, achievement.^{13 14}

V. Implementation Plan

Implementation uses improvement science: plan, pilot, evaluate, and scale with fidelity supports.

1. Stakeholder Engagement and Leadership

- Form district and school MTSS leadership teams with administrators, general/special educators, specialists, and family/community representatives.
- In Tribal communities, co-design with Tribal education departments and community elders to integrate culturally relevant content, language, and local goals aligned to the BIE Strategic Direction.^{10 12} (bie.edu)

2. Professional Learning and Coaching

- Provide multi-session training on MTSS, assessment, and evidence-based instruction (including science-of-reading-aligned practices).
- Pair training with job-embedded coaching to build classroom-level skill and maintain fidelity.
- Develop local capacity via train-the-trainer models and MTSS coaching cadres.



- Where appropriate, include LETRS or similar structured-literacy professional learning to bolster foundational reading expertise.^{20 21 22}

3. Data Systems and Decision Protocols

- Establish a practical assessment suite (screening, progress monitoring, diagnostics) and a data dashboard accessible to educators and leaders.
- Schedule regular data meetings to review universal screening results, assign supports, and adjust interventions using explicit decision rules.
- Monitor fidelity using tools such as the Tiered Fidelity Inventory (TFI) and reading-specific fidelity checklists; provide feedback and support as needed.

4. Phased Rollout and Scaling

- **Phase I (Months 1–6):** Planning, stakeholder onboarding, needs assessment, selection of curricula/tools, baseline screening.
- **Phase II (Months 7–18):** Pilot in a subset of schools or grades; intensive coaching; early outcome checks.
- **Phase III (Months 19–36):** Scale to additional schools/grades; extend to mathematics if literacy was piloted first; refine through rapid-cycle evaluation.
- **Phase IV (Beyond 36 Months):** Institutionalize roles (e.g., MTSS coordinator), embed routines in academic calendars, and sustain through diversified funding.

5. Continuous Evaluation and Improvement

- Collect outcome, process, and fidelity data; produce semi-annual implementation reports for district leaders and funders; share lessons learned.
- Where possible, partner with external evaluators (e.g., universities, Regional Educational Laboratories) to strengthen causal evidence and generalizability.

VI. Alignment with National Initiatives and Funding Pathways

ESSA School Improvement and Title Programs. MTSS aligns with ESSA’s emphasis on evidence-based school improvement and provides a structure for raising reading and math proficiency in Comprehensive and Targeted Support and Improvement schools.¹

IDEA CEIS and Equity Rules. IDEA’s CEIS authority (up to 15% of Part B funds) supports Tier 2 services for at-risk students prior to special education identification, and OSEP’s significant disproportionality regulations reinforce preventive, data-based practices to address equity.^{2 11} ([Texas Education Agency](#), [U.S. Department of Education](#))

State Personnel Development Grants (SPDG). OSEP’s SPDG program assists states in improving systems of professional development to enhance results for students with disabilities. States like New York are implementing an integrated MTSS-I through SPDG, with a state center housed at SUNY Albany and multi-district participation.^{6 23 24 25} ([OSE Educational Partnership](#), [The ILR School](#), [Simpler Grants](#))



Comprehensive Literacy State Development (CLSD). CLSD grants fund state and local literacy initiatives emphasizing disadvantaged learners, including children with disabilities. States have used CLSD to support science-of-reading professional learning, coaching, and materials.^{7 26 27 28} ([U.S. Department of Education](#), [Ohio Ed & Workforce](#), [California Department of Education](#))

Education Innovation and Research (EIR). EIR funds field-initiated innovations to improve outcomes for high-need students and requires rigorous evaluation—an apt fit for scaling MTSS and building the evidence base.^{8 29 30} ([U.S. Department of Education](#), [Federal Register](#))

BIE Strategic Direction and Tribal Education Plans. The proposed model advances BIE's mission by combining high-quality instruction with culturally responsive implementation in schools serving Native youth.^{10 12} ([bie.edu](#))

VII. Evaluation and Measurable Outcomes IEP Goal Attainment.

Target a **15% increase** in the share of students with disabilities meeting or exceeding IEP academic goals within 12 months of implementation, verified through quarterly progress monitoring and data-team reviews.³¹

Literacy and Numeracy Gains. Achieve statistically significant improvements on state-aligned assessments; track percentage proficient and growth for the bottom quartile, with annual and longitudinal comparisons to pre-implementation baselines.³²

Teacher Competency. Document a **≥20% increase** in educator proficiency with MTSS practices—screening, progress monitoring, differentiated instruction, DBI, and behavior supports—via pre/post assessments, observation rubrics, and coaching artifacts.³³

Compliance and Equity. Maintain **100% adherence** to IDEA and ESSA reporting; monitor special education referral/eligibility rates, least-restrictive environment indicators, and disproportionality metrics; aim for reductions in inappropriate referrals and closer parity in identification and discipline.^{2 11 34} ([Texas Education Agency](#), [U.S. Department of Education](#))

Engagement and Climate. Reduce chronic absenteeism and office disciplinary referrals; some studies associate schoolwide PBIS and integrated MTSS with improved behavior and attendance.^{13 35} ([PMC](#))

Fidelity. Use Tiered Fidelity Inventory (TFI) and reading/math fidelity checks; set goals of **≥80% Tier 1 fidelity** and **≥70% Tier 2/3 fidelity** by Year 2 in participating sites.³⁶

Evaluation products include semi-annual dashboards, annual implementation reports, and an external evaluation summary suitable for funders and state reporting.



VIII. Case Example: State-Level MTSS Implementation (Kansas)

Kansas implemented a statewide MTSS initiative with external evaluations conducted by WestEd across 2011–2014. Findings indicated that MTSS implementation **substantially improved student outcomes**, benefited teachers, improved instruction, and supported stronger school functioning.^{5 37} Kansas used a coherent approach—tiered reading/math instruction, universal screening, progress monitoring, and structured team-based problem solving—supported by professional learning and technical assistance. The state’s experience demonstrates feasibility at scale, including in rural contexts comparable to many underserved districts contemplated in this proposal. ([ERIC](#))

IX. Funding and Sustainability

Blended Funding Strategy.

- **Title I/II:** Instructional coaches, interventionists, and professional development.
- **IDEA (incl. CEIS):** Early interventions for at-risk students and capacity building.²
- **CLSD:** Science-of-reading professional learning, literacy coaching, materials, and assessment.⁷
- **EIR:** Rigorously evaluate and scale district pilots with growing tiers of evidence.⁸
- **State Initiatives and SPDG:** Technical assistance centers, MTSS coaching networks, and evaluation capacity.⁶

Institutionalization. By Year 3, districts assign MTSS coordinator responsibilities, embed triannual data cycles in academic calendars, and budget for screening/progress-monitoring tools and coaching lines. Sustainability is reinforced through train-the-trainer models, online resource banks, and explicit inclusion of MTSS responsibilities in role descriptions and school improvement plans.

X. Risks, Mitigations, and Equity Commitments

Risk: Implementation Drift.

Mitigation: Clear fidelity tools, coaching cycles, and leadership routines; transparent data reviews and rapid-cycle improvement.

Risk: Educator Capacity.

Mitigation: Multi-year professional learning with job-embedded coaching; micro-credentials; teacher-leader pipelines.

Risk: Tool Overload.

Mitigation: Curate a limited, high-quality assessment suite; streamline data dashboards; provide planning templates for Tier 2/3.

Equity Commitments.

- Disaggregate data by disability, race/ethnicity, language, income, and geography.



- Prioritize culturally responsive practices and accessible materials.
- Engage families as partners; provide progress data and home-support resources in families' languages.
- Monitor and reduce disproportionality in identification and discipline. ¹¹

XI. Conclusion and Recommendations

A disability-inclusive MTSS for literacy and numeracy is a practical, evidence-based response to a nationally significant problem. It translates federal priorities into daily classroom practice; strengthens Tier 1 for all learners; deploys targeted interventions early; and delivers intensive help, personalized through DBI, for students with the greatest needs. The model's policy coherence (ESSA, IDEA, OSEP), financing channels (Title programs, CEIS, CLSD, EIR, SPDG), and documented feasibility (Kansas evaluation; PBIS and integrated MTSS evidence) make it ready to implement and scale.

Recommendations for Decision-Makers:

1. **Adopt MTSS as the organizing framework** for school improvement in participating districts and prioritize underserved communities for initial implementation.
2. **Invest in professional learning plus coaching**, emphasizing science-of-reading practices and DBI for intensive intervention.
3. **Build robust data systems** for screening, progress monitoring, and decision rules; require regular data-team cycles.
4. **Align funding** (Title I/II, IDEA CEIS, CLSD, EIR, SPDG) to support staffing, tools, and evaluation.
5. **Publish annual MTSS implementation reports**, including fidelity, outcomes, and equity indicators, to sustain transparency and improvement.

By committing to this model, states and districts can meaningfully increase literacy and numeracy for students with disabilities and other underserved learners advancing educational opportunities and strengthening the nation's human capital.

About the Author



Joyce Ann Dinglasan-Cayosa is an accomplished special education leader, curriculum developer, and founder of **EquityEd Curriculum Solutions**, a registered consultancy in Arizona. With over a decade of professional experience designing, implementing, and evaluating disability-inclusive instructional models, she has served in teaching, leadership, and mentorship capacities in public and charter school systems. Holding an International Certification in Special Education K–12, Mild/Moderate Disabilities from the Arizona Department of Education, Joyce has led multi-tiered systems of supports (MTSS) initiatives, developed evidence-



based literacy and numeracy interventions, and delivered professional development for educators in underserved communities. Her work is distinguished by focusing on improving Individualized Education Program (IEP) goal attainment, ensuring compliance with IDEA and ESSA standards, and advancing equity-driven instructional practices that address the needs of students with disabilities in historically under-resourced schools.

References

1. **ESSA Definition of MTSS.** 20 U.S.C. § 7801(33). Law.Cornell.edu. <https://www.law.cornell.edu/uscode/text/20/7801> (Legal Information Institute)
2. **IDEA CEIS (Up to 15%).** Texas Education Agency—CEIS overview. <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-funding/requirements-of-coordinated-early-intervening-services> (Texas Education Agency)
3. **NAEP 2024 SWD Results.** K-12 Dive summary of NAEP special education data (Feb. 13, 2025). <https://www.k12dive.com/news/NAEP-special-education-scores-decline-assessment/739715/> (K-12 Dive)
4. **Systematic Review of MTSS.** Nitz, J. (2023). *Multi-tiered systems of support with focus on behavioral change.* PMC. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10319208/> (PMC)
5. **Kansas MTSS Evaluation.** WestEd (2015). *Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report (2014).* ERIC. <https://files.eric.ed.gov/fulltext/ED559728.pdf> (ERIC)
6. **OSEP SPDG—NY MTSS-I Center (About).** <https://osepartnership.org/mtss-i> (OSE Educational Partnership)
7. **CLSD—U.S. Department of Education.** <https://www.ed.gov/grants-and-programs/grants-birth-grade-12/well-rounded-education-grants/comprehensive-literacy-state-development> (U.S. Department of Education)
8. **EIR—U.S. Department of Education (Program).** <https://www.ed.gov/grants-and-programs/grants-special-populations/grants-economically-disadvantaged-students/education-innovation-and-research> (U.S. Department of Education)
9. **EIR—Federal Register, FY2024 Notices.** Early-Phase and Expansion Grants. <https://www.federalregister.gov/documents/2024/05/06/2024-09797/applications-for-new-awards-education-innovation-and-research-eir-program-early-phase-grants> ; <https://www.federalregister.gov/documents/2024/05/06/2024-09795/applications-for-new-awards-education-innovation-and-research-eir-program-expansion-grants> (Federal Register)
10. **BIE Strategic Direction (Mission/Vision).** Bureau of Indian Education. <https://www.bie.edu/topic-page/strategic-direction> (bie.edu)



11. **IDEA Significant Disproportionality Regulations.** U.S. Dept. of Education (2016, unofficial copy). <https://www.ed.gov/sites/ed/files/policy/speced/reg/idea/part-b/idea-part-b-significant-disproportionality-final-regs-unofficial-copy.pdf> (U.S. Department of Education)
12. **BIE Mission (25 CFR 32.3).**<https://www.bie.edu/topic-page/our-mission> (bie.edu)
13. **PBIS Evidence (RCT/Effectiveness).** Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). *Journal of Positive Behavior Interventions*; overview via PBIS article. <https://pmc.ncbi.nlm.nih.gov/articles/PMC5048248/> (PMC)
14. **Integrated Academic & Behavior Supports (Review).** Gettinger, M., et al. (2021). *Academic and Behavior Combined Support* (ERIC). <https://files.eric.ed.gov/fulltext/ED617651.pdf> (ERIC)
15. **DBI Framework (NCII).**https://intensiveintervention.org/sites/default/files/DBI_Framework.pdf (intensiveintervention.org)
16. **DBI Overview (IRIS Center).** Vanderbilt IRIS: <https://iris.peabody.vanderbilt.edu/module/dbi2/cresource/q1/p01/> (IRIS)
17. **Science-of-Reading Components (State example).** North Carolina DPI. <https://www.dpi.nc.gov/districts-schools/classroom-resources/office-early-learning/early-literacy/science-reading> (NC DPI)
18. **Progress Monitoring (NCII Tools Chart).**<https://charts.intensiveintervention.org/aprogressmonitoring> (Intensive Intervention Charts)
19. **Selecting Progress Monitoring Measures (NCII).**<https://intensiveintervention.org/select-academic-progress-monitoring-module> (intensiveintervention.org)
20. **LETRS—Program Overview.**<https://www.lexialearning.com/lettrs> (Lexia)
21. **LETRS—Efficacy Summary.**<https://www.lexialearning.com/resources/research/lexia-lettrs-efficacy-research> (Lexia)
22. **Science-of-Reading Components (Industry explainer).**<https://www.lexialearning.com/blog/a-full-breakdown-of-the-science-of-reading-components> (Lexia)
23. **NYSED MTSS-I (State page).**<https://www.nysed.gov/innovation-school-reform/multi-tiered-system-supports-mtss> (New York State Education Department)
24. **NYSED MTSS-I Pilot Framework (Oct 2023).**<https://osepartnership.org/mtssi/NYSED-MTSS-I-Pilot-Framework-October-2023.pdf> (OSE Educational Partnership)
25. **Cornell YTI—SPDG Evaluation Support for NYSED.**<https://www.ilr.cornell.edu/yti/work/new-york-state-education-office-special-education-state-personnel-development-grant> (The ILR School)
26. **CLSD—Colorado Example (US ED page).**<https://www.ed.gov/grants-and-programs/grants-birth-grade-12/well-rounded-education-grants/comprehensive-literacy-state-development> (program description and awards) (U.S. Department of Education)
27. **CLSD—Ohio Award (State page).**<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Grants-and-Projects/Comprehensive-Literacy-State-Development-Grant> (Ohio Ed & Workforce)



28. **CLSD—California (State page).**<https://www.cde.ca.gov/ci/pl/clsd.asp> (California Department of Education)
29. **EIR—FY2024 FAQs (US ED).**<https://www.ed.gov/sites/ed/files/2024/06/EIRFAQs-FY2024-final-6.11.24.pdf> (U.S. Department of Education)
30. **EIR—Grants.gov Listing (FY2024).**<https://www.grants.gov/search-results-detail/353960> (Grants.gov)
31. **Outcome Target—IEP Goal Attainment (Policy Standard).** Derived from MTSS/IDEA program evaluation norms and state practice; measured through progress monitoring cycles (cf. 15, 16, 18, 19).
32. **Outcome Target—Achievement Gains.** Benchmarked to ESSA accountability and NAEP/state assessment trends (cf. 1, 3, 5).
33. **Outcome Target—Teacher Competency.** Anchored to PD with coaching and fidelity measures (cf. 6, 15, 16, 18, 23–25).
34. **Compliance and Equity Indicators.** IDEA and OSEP equity rules (cf. 2, 11).
35. **Engagement/Behavior Outcomes.** PBIS/MTSS literature (cf. 13, 14).
36. **Fidelity Benchmarks.** Common thresholds in TFI/reading fidelity use within state MTSS initiatives (cf. 23–25).
37. **State-Level Evidence (Kansas).** WestEd evaluation synthesis (cf. 5).