MTSSEDGE

K-12 RESOURCE
QUICK-START GUIDE

MTSS QUICK-START GUIDE

How to Run MTSS Meetings

A repeatable structure that helps every team in your district turn student data into decisions.

4
core MTSS meeting types

45
minute time-boxed agenda

1
page printable checklist

WHO THIS GUIDE IS FOR

MTSS coordinators, building principals, district administrators, interventionists, school psychologists, and anyone who leads or sits on an MTSS or RTI team.

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MINDEX

WHY MTSS MEETINGS MATTER

Data only helps students when it turns into decisions.

A strong Multi-Tiered System of Supports (MTSS) framework only works if the meetings behind it turn data into decisions. **When those meetings stall, students wait longer for the support they need.**

Most teams know the symptoms: half the meeting spent finding data, discussions that drift, action items no one owns, and the same students coming back with no record of what was tried. The fix is rarely more meetings. It's a repeatable structure that every team in the district can follow.

What's inside

SECTION	WHAT YOU'LL GET
Meeting types	The four core MTSS meeting types and when to hold each one
Steps 1–3	What to prepare before, run during, and document after every meeting
Agenda	A time-boxed 45-minute agenda you can use tomorrow
Tools	Decision-rule starters, common pitfalls, and a one-page checklist

The common symptoms of a stalled MTSS meeting

- Half the meeting spent finding data
- Discussions that drift without a decision
- Action items no one owns
- Students return with no record of what was tried

Every one of these has a structural fix. This guide walks through each of them.

THE FOUR CORE MTSS MEETINGS

Every meeting exists to answer one question.

Most districts run four kinds of MTSS meetings, each with a different question to answer. Naming them clearly keeps every meeting focused on the decision it exists to make.

01

Universal screening / data team

How are all students doing, and who needs more support?

WHO TYPICALLY ATTENDS
Building leaders, MTSS coordinator, grade-level teachers, interventionists

TYPICAL CADENCE
After each screening window (commonly fall, winter, and spring)[1]

02

Grade-level or Tier 1 review

Is core instruction working for most students?

WHO TYPICALLY ATTENDS
Grade-level team, MTSS coordinator, instructional coach

TYPICAL CADENCE
Monthly or each grading period

03

Problem-solving (individual student)

What does this student need, and what will we try?

WHO TYPICALLY ATTENDS
Classroom teacher, interventionist, school psychologist, administrator; family when appropriate

TYPICAL CADENCE
As referrals arise

04

Progress review

Is the intervention working, and what do we change?

WHO TYPICALLY ATTENDS
Problem-solving team members for that student

TYPICAL CADENCE
Once 6–9 progress monitoring data points are in

MAKE IT YOURS

Adjust names and cadence to your district's framework. What matters is that every participant knows which meeting they're in and what decision it should produce.

STEP 1: BEFORE THE MEETING

The best MTSS meetings are won before anyone sits down.

Share the agenda and a data summary before the meeting, so meeting time goes to decisions rather than searching. One simple habit helps: have one person review student graphs in advance and flag the students who may need a change.[2]

Assign clear roles[3]

Rotate them if you like, but name a backup for each so no role goes unfilled.

Facilitator
Sends the agenda, keeps the team on it, and drives toward a decision

Data analyst
Reviews data before the meeting and presents screening, progress monitoring, attendance, and behavior data

Minute taker
Records decisions, action items, owners, and due dates, and shares the minutes afterward

Timekeeper
Holds each agenda block to its time

Case lead
The staff member who knows the student best and brings classroom context

Agree on team norms

A short set of norms, reviewed at the start of each meeting, keeps discussion constructive. Good starters:

- Start and end on time
- Assume positive intent
- Focus on what we can change
- Let data lead the discussion

Send the agenda in advance

List each student, the meeting type, and the decision needed, so members arrive ready.

Prepare the whole-student picture

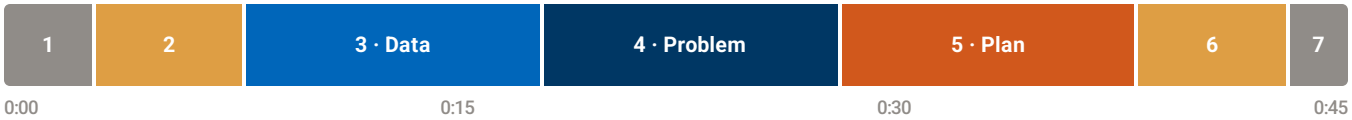
Pull together, in one place:

- Universal screening and benchmark results
- Progress monitoring graphs with goal lines
- Intervention history, including time and intensity
- Attendance, discipline, and behavior patterns
- Notes and action items from the last meeting

STEP 2: DURING THE MEETING

A 45-minute problem-solving agenda

A time-boxed agenda keeps the team moving from data to decision. This sample covers one student problem-solving meeting; for a data team meeting, repeat steps 2–5 for each group of students flagged by screening.



TIME	AGENDA BLOCK	GUIDING QUESTION	LEAD
0:00–0:03	1. Open and review norms	What decision do we need to make today?	Facilitator
0:03–0:08	2. Review previous minutes and action items	Did we do what we said we would?	Minute taker
0:08–0:18	3. Review the data	What does the data tell us about this student's skills, attendance, and behavior?	Data analyst
0:18–0:28	4. Define the problem	What is the specific skill gap, and what's the likely cause?	Case lead + team
0:28–0:38	5. Plan the support	Which intervention, at what tier, how often, by whom, and with what goal?	Facilitator
0:38–0:43	6. Assign action items	Who does what, by when?	Minute taker
0:43–0:45	7. Schedule the next review	When will we look at progress again?	Facilitator

Two habits make the biggest difference here.

HABIT 1

Put the data on one shared screen so everyone looks at the same information at the same time.

HABIT 2

Don't leave a meeting without a measurable goal and a progress review date.

STEP 3: AFTER THE MEETING

A decision only helps a student if it's documented and followed through.

Close the loop promptly, ideally **within a day or two** of every meeting.

01 **Finalize and share notes**
Record the problem statement, the intervention, the goal, owners, and the next review date in the student's record, not a personal folder.

02 **Communicate with families**
Send parent notification letters when supports change, and log the communication.

03 **Start progress monitoring**
Confirm the monitoring tool, frequency, and who enters the data.

04 **Track action items to completion**
Review open items at the start of the next meeting.

05 **Keep a running intervention history**
When a student moves buildings, changes teachers, or returns next fall, the next team should see exactly what was tried and how it worked.

WHY IT MATTERS

Consistent documentation does more than support compliance. It's what lets your team tell, within weeks rather than months, whether an intervention is working.

DECISION RULES: A QUICK REFERENCE

Let the data, not the loudest voice, guide each decision.

Written decision rules keep meetings consistent across teams, buildings, and years. Set yours in advance. The progress monitoring rows below follow the widely used **four-point rule**: once you have 6–9 data points, look at the four most recent.[2] Replace these examples with your district's approved criteria.

WHEN THE DATA SHOWS…	CONSIDER…
Most students in a class or grade are below benchmark	Strengthening Tier 1 core instruction before adding individual interventions
A student is below benchmark on universal screening	Confirming with a second data source, then starting Tier 2 support with progress monitoring at least every two weeks[4]
The four most recent data points are all **above** the goal line	Fading support or setting a more ambitious goal
The four most recent data points are all **below** the goal line	Changing or intensifying the intervention, including moving to Tier 3 with weekly progress monitoring[4]
The four most recent data points fall **both above and below** the goal line	Continuing the intervention and collecting more data before deciding
A student isn't responding to well-implemented, intensive support, or the team suspects a disability	Talking with your school psychologist about a referral for special education evaluation

IMPORTANT CAUTION

MTSS should never delay or deny a special education evaluation. Under federal guidance, a family can request an evaluation at any time, whether or not the student has moved through every tier.[5]

CHECK FIDELITY FIRST

Before changing an intervention, always ask one question: was it delivered as planned, for the planned time? Fidelity data protects students from changes made for the wrong reason.

SOURCES

Last reviewed November 2026

1. MTSS Center at the American Institutes for Research (AIR). *MTSS Fidelity of Implementation Rubric*, 2023. mtss4success.org/sites/default/files/2024-01/mtss-rubric-2023.pdf
2. MTSS Center at AIR. "Better Instructional Decision Making With Progress Monitoring," October 2025. mtss4success.org/blog/better-instructional-decision-making-progress-monitoring
3. OSEP Ideas That Work. "Team Initiated Problem Solving (TIPS)." osepideasthatwork.org/node/1606
4. MTSS Center at AIR. *Key Features of Progress Monitoring*, 2025. mtss4success.org/sites/default/files/2025-08/progress-monitoring-features.pdf
5. U.S. Department of Education, Office of Special Education Programs. *OSEP Memo 11-07: A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under IDEA*, January 21, 2011. sites.ed.gov/idea/idea-files/osep-memo-11-07-response-to-intervention-rti-memo

COMMON PITFALLS AND HOW TO FIX THEM

Seven pitfalls, seven fixes.

Most MTSS meeting problems are structural, not personal. Each of these has a simple, repeatable fix.

PITFALL	FIX
✕ Meeting time spent hunting for data	✓ Assemble the whole-student picture in one place before the meeting
✕ Discussions drift into stories without decisions	✓ Open with the decision needed; let the facilitator redirect to the guiding question
✕ Action items with no owner or due date	✓ Never close an agenda item without a name and a date
✕ The same students return with no record of what was tried	✓ Keep intervention history in the student record, not in personal notes or spreadsheets
✕ Interventions changed before they had a fair trial	✓ Check fidelity and duration before changing course
✕ Every building runs MTSS differently	✓ Use common meeting types, agendas, and decision rules district-wide, with room for school-level flexibility
✕ Adoption depends on one or two people	✓ Name an MTSS champion in each building and build up their expertise

WHERE TO START

Pick the one pitfall your team feels most often and fix it at your next meeting. Small, consistent changes build the habit faster than an overhaul.

FREQUENTLY ASKED QUESTIONS

MTSS meetings: your questions, answered.

What is an MTSS meeting?

An MTSS meeting is a structured, data-based conversation where a school team reviews student data and decides what academic, behavioral, or social-emotional support a student or group needs. Common types include universal screening data meetings, grade-level reviews, individual problem-solving meetings, and progress review meetings.

Who should attend an MTSS meeting?

Attendance depends on the meeting type. A problem-solving meeting usually includes the classroom teacher, an interventionist, a school psychologist or counselor, and an administrator, with families invited when appropriate. Data team meetings typically include building leaders, the MTSS coordinator, and grade-level teachers.

What should be on an MTSS meeting agenda?

A strong MTSS meeting agenda covers five things: a review of norms and previous action items, a review of current student data, a clear problem statement, an intervention plan with a measurable goal, and assigned action items with a date for the next progress review. Time-box each block so the team reaches a decision.

How long should an MTSS meeting be?

There's no required length. Many teams keep individual problem-solving meetings to 30–45 minutes when data is prepared and reviewed in advance. Data meetings that cover screening results for a full grade or building usually need more time. Advance preparation and a time-boxed agenda are the biggest factors in keeping meetings short.

How often should MTSS teams meet?

Data teams typically meet after each universal screening window, commonly fall, winter, and spring.[1] Grade-level teams often meet monthly. For individual students, progress is usually monitored at least every two weeks at Tier 2 and weekly at Tier 3.[4] Teams make a decision once they have 6–9 data points[2], with routine graph checks in between.

What is the difference between an MTSS meeting and an RTI meeting?

RTI (Response to Intervention) meetings focus mainly on academic skills. MTSS meetings use the same problem-solving process but address the whole student, including academics, behavior, attendance, and social-emotional needs. Many districts that started with RTI now run their meetings under a broader MTSS framework.

MTSSEDGE

MAKE EVERY MTSS MEETING EASIER

Spend meeting time on strategy, not logistics, with MTSSEdge®.

This guide works with any system. But many teams find the hardest part isn't the agenda; it's the data scattered across spreadsheets, forms, and disconnected platforms. MTSSEdge® from Mindex brings it together in one connected platform, so MTSS and RTI meetings can focus on strategy, not logistics.

BEFORE	Screening results, attendance, discipline, intervention history, and progress monitoring appear in one student view. Integrations with AIMSwebPlus, Renaissance (STAR), and i-Ready reduce duplicate data entry.
DURING	Agendas, student records, and historical data are organized in one place, so everyone looks at the same information at the same time. Progress monitoring graphs show growth against personalized goals.
AFTER	Teams log notes and action steps in each student's profile. Customizable forms and parent letters auto-populate student data.
BETWEEN MEETINGS	Configurable alerts flag when progress monitoring is due, referrals need review, or meetings need scheduling.

MTSSEdge adapts to your district's screening tools, tier structures, and intervention models, and gives leadership visibility across buildings without sacrificing school-level flexibility.

> *Having that progress monitoring in the system allows for conversation in real time…it allows everybody to look at the same data at the same time.*
>
> MAINE-ENDWELL CENTRAL SCHOOL DISTRICT

See how MTSSEdge supports your MTSS meetings.

mindex.com/mtss/demo-request

Request a personalized demo →

YOUR MTSS MEETING CHECKLIST

Print this page and keep it at the table.

BEFORE

- [ ] Meeting type and decision needed are clear
- [ ] Facilitator, data analyst, minute taker, and timekeeper assigned, with backups
- [ ] Student data assembled in one place and shared before the meeting
- [ ] Previous action items pulled forward
- [ ] Agenda sent to all attendees

DURING

- [ ] Norms reviewed
- [ ] Previous minutes and action items reviewed
- [ ] Data reviewed on one shared screen
- [ ] Specific problem defined
- [ ] Intervention, tier, frequency, provider, and measurable goal agreed
- [ ] Action items have owners and due dates
- [ ] Next progress review date set

AFTER

- [ ] Minutes and decisions saved to the student record and shared promptly
- [ ] Family communication sent and logged
- [ ] Progress monitoring scheduled
- [ ] Open action items tracked to completion

MEETING NOTES