

## Critical Features of Multi-tiered Systems of Support with Other Agency Initiatives

This document reflects the critical features of MTSS and standards implementation as measured in the MTSS Implementation Survey. For the purposes of the MTSS task-force discussion we have cross-referenced the critical features and actions schools implementing MTSS will be taking which are also in alignment with the intended goals of each initiative. We have noted the difference between what is **required in law (R)** and what **actions are necessary (N)** to meet the goals of the initiative. Readers will find there are far more items that are necessary to reach the intended goals of an initiative than are required in law. Readers will also note the overlap in actions that are necessary for effective implementation regardless of the named initiative.

Goals of each Initiative:

Positive Behavior and Intervention Supports:

- Increase time engaged with instruction
- Decrease inappropriate behaviors, suspensions, and expulsions

Read Well by Grade 3:

- The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive, scientifically based reading instruction consistent with section [122A.06, subdivision 4](#).

World's Best Workforce:

- Have all students meet school readiness goals
- Have all third-grade students achieve grade-level literacy
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.
- Have all students graduate from high school
- Have all students attain college and career preparedness

Dropout Prevention:

- Increase engagement in high school and completion of high school graduation requirements
- Decrease number of students dropping out of school

1. LEADERSHIP AND ORGANIZATIONAL STRUCTURES	World's Best Workforce	Read Well by Grade 3	PBIS	Drop Out Prevention
A. Leadership and staff <b>share responsibility</b> for ALL children by taking a <b>collective approach to reviewing data and systematically improving instruction.</b>	N	N	N	N
B. School-wide <b>schedules and staff are in place to deliver multiple levels</b> of high quality instruction based on students' needs. (behavioral expectations, social emotional, academic, physical)	N	N	N	N
C. School has a <b>consistent data system</b> that tracks key indicators <b>and instructional decisions:</b>	NA	NA	NA	NA
• Reading and math assessment results (screening, formative/diagnostic, progress monitoring, summative/accountability)	N	NA	NA	NA
• Behavior (office discipline referrals, suspensions, expulsions)	NA	N	N	N
• Attendance	NA	NA	NA	N
• Graduation	N	NA	NA	N
• <b>Effectiveness and efficiency</b> of the assessment processes.	NA	N	NA	NA
D. School leadership teams have and <b>use their authority to make real-time structural changes</b> such as:	NA	NA	NA	NA
• Including <b>research-based practices</b> in (positive behavior, academics, social-emotional learning...)	N	N	N	N
• Using <b>student performance data to monitor and adjust core and supplemental instruction</b>	N	N	N	N
• Using <b>observation, effort, fidelity, and student performance data are used to design</b> professional development ( <b>training and coaching</b> )	N	N	N	N
• The <b>alignment</b> between expectations, measures, curriculum and instruction is <b>evaluated for effectiveness</b>	N	N	N	N
E. School-level leadership team <b>gathers data</b> (from multiple measures) <b>and makes real time decisions to</b> increase effectiveness and efficiency of...for all groups of students.	NA	NA	NA	NA
• Positive behavior and increased time spent on instruction	NA	NA	N	NA
• Access, progress and proficiency in standards	R	R	NA	NA
• Engagement in H.S. and graduation	NA	NA	N	N

• College and Career Readiness	R	NA	NA	NA
<b>Standards-based grading system</b> that measures and monitors progress toward benchmarks is in place <b>with reliable ratings</b> between staff.	NA	NA	NA	NA
<b>2. CURRICULUM AND INSTRUCTION</b> <b>for ALL students in core instruction</b>	<b>World's Best Workforce</b>	<b>Read Well by Grade 3</b>	<b>PBIS</b>	<b>Drop Out Prevention</b>
<b>A. Staff responsible for teaching and reinforcing _____ can describe the knowledge and skills within their grade level, as well as requisite knowledge and skills from one grade below to one grade above:</b>	NA	NA	NA	NA
• Academic standards	N	N	NA	N
• Behavioral expectations	NA	NA	N	N
<b>B. Staff responsible for teaching and reinforcing grade level can:</b>	NA	NA	NA	NA
• <b>Describe the intended student work/ behavior</b>	N	N	N	N
• <b>Identify</b> requisites in the development of <b>knowledge, skills, and concepts needed to perform</b>	N	N	N	N
• <b>Design</b> lessons and units that <b>provide sufficient practice</b> for ALL students to achieve the <b>depth of knowledge required</b>	N	N	N	N
<b>C. Instructional staff implement principles of effective instruction ... including research-based practices with fidelity.</b>	N	R	N	N
<b><i>For supplemental (Tier 2 and Tier 3)</i></b>				
<b>D. The school has a plan (combining high quality core instruction with intensive tiered supports) to accelerate learning for all students receiving supplemental interventions including:</b>	NA	NA	NA	NA
• A process for selecting <b>evidence-based interventions for students not meeting grade-level benchmarks</b> in ...behavior, literacy, math,	N	R	N	N
• <b>Culture and language of students</b> are considered when collaborating on interventions.	N	R	N	N
<b>E. Staff who provide interventions can:</b>	NA	NA	NA	NA
• <b>Articulate the evidence-based and corresponding grade level/classroom expectations</b> that the interventions are designed to help students achieve.	N	N	NA	N
• Determine the best fit intervention based on sources of <b>data and predictable rules</b> for decision making	NA	N	N	N
<b>F. Parents/guardians are:</b>	NA	NA	NA	NA
• <b>Provided with resources and strategies</b> on how to support their children's learning at home.	N	R	N	N

• <b>Notified</b> when their child begins a supplemental intervention.	N	R	N	N
• <b>Engaged as active participants in the problem-solving process</b> for students receiving supplemental interventions (e.g., intervention plan, timelines, data to be collected, decision-making rules).	N	R	N	N
• <b>Provided reports</b> on their children's interventions, goals, and progress toward their goals.	N	R	N	N
• Provided assessments' results that are language-appropriate and easy-to-understand format.	N	R	N	N
<b>3. Assessment for ALL students in core instruction</b>	<b>World's Best Workforce</b>	<b>Read Well by Grade 3</b>	<b>PBIS</b>	<b>Dropout Prevention</b>
A. A <b>system of assessments and evidence</b> is in place in order for staff to <b>screen, monitor and adjust instruction through-out the year</b> including:	NA	NA	N (related to office discipline referrals)	NA
• Being valid and reliable for the <b>population the school serves</b> (culturally representative).	NA	R	NA	NA
• Being valid and reliable for the decisions being made (grouping, matching instruction, judging progress, etc.)	N	R	NA	NA
• Training of all staff responsible for assessments to a high degree of <b>reliability</b>	N	N	NA	N
• Yielding data useful for decision-making that is <b>accessible and timely for instructional planning</b> .	N	N	NA	N
B. All students are <b>screened multiple times per year</b> using valid and reliable screening measures for determining need for interventions.	N	R	N	N
C. Student <b>work is analyzed</b> and <b>results are used to improve lessons and assessments</b> and give specific feedback to students. (Standards-based rubrics, protocols, etc. are used to analyze student work).	N	NA	NA	NA
D. The <b>effectiveness and efficiency</b> of the assessment processes are <b>reviewed</b> by school-building teams.	N	NA	NA	NA
<b>For supplemental (Tier 2 and Tier 3)</b>				
E. Service providers or data teams <b>frequently review progress-monitoring data</b> to gauge whether groups and individual students are making adequate progress in response to their interventions.	N	R	N	N

F. Student-level <b>progress-monitoring data and instructional decisions</b> are <b>documented</b> for students receiving supplemental and intensive interventions.	N	R	N	N
<b>4. Collaboration Among Staff for ALL students in core instruction</b>	<b>World's Best Workforce</b>	<b>Read Well by Grade 3</b>	<b>PBIS</b>	<b>Dropout Prevention</b>
A. General educators and staff with specialized knowledge (special education, ELL, reading interventionists and/or related services) <b>routinely collaborate</b> to design and deliver:				
• Standards-based instruction and interventions	N	N	N	N
• Assessment	N	N	N	N
• Research-based practices (including culturally appropriate)	N	N	N	N
• Engaging students	N	N	N	N
B. Grade-level, and building-level, teams consistently follow a <b>problem-solving process</b> to make data-based decisions that promote academic and behavioral improvement.	N	N	N	N