

The commissioner of education must develop recommendations, consistent with M.S. 125.56, for improving the academic performance of underachieving students through a multi-tiered system of early intervention and instructional support.

Issue Development Worksheet

Issues/Solutions

MTSS Issue Development Worksheet
January 27, 2015

Patrick's Group

Specific Problem or Issue: Early Childhood is not mentioned in the statute and we believe it is a vital component to a successful MTSS model.

Potential Solutions:

1. Consider funding Pre--K for all
2. Develop and implement a co--teaching model with SPED and GENED
- 3.

Specific Problem or Issue: The definition in the MTSS 'requirement' lacks details.

Potential Solutions:

1. There should be an emphasis on specifics/components around meeting the needs of all students. However, local districts need to have the ability to develop and implement their own MTSS model. (NO ONE MODEL works for all.)
2. Obligation of a system rather than an individual teacher
3. Provide funding for infrastructure to implement the system

Specific Problem or Issue: Lack of accessible interventions that are scientific and/or research-based for academics and/or behavior.

Potential Solutions:

1. Create a clearinghouse of resources for Minnesotans.
- 2.
- 3.

Specific Problem or Issue: Systems within individual schools or districts are not currently aligned to support MTSS

Potential Solutions:

1. Flexible use of staff under existing separate funding streams.
2. PD for principals, school leaders and teachers to implement MTSS with fidelity.
3. Funding for data and assessment collection systems that would support a particular district's MTSS model.

Patrick's Group -- Part 2

Specific Problem or Issue: Not all districts have thoroughly investigated and/or committed to a unified and aligned learning theory (literacy and/or math). Therefore, they end up with random acts of intervention or, inappropriately connected learning theory and intervention systems.

Potential Solutions:

1. Districts should consider a focused learning theory.

2. After full implementation, districts should then commit to an appropriately supporting MTSS model. (Differences in learning theory will determine MTSS design.)
3. MN should study existing MN MTSS models/frameworks (those that are successfully reaching outcomes) and provide district access to summary information and model details (such as, demonstration sites of best practice/a clearinghouse).
4. Funding should be flexible in order to support MTSS model design. Commonalities will exist: leadership (principals, teams and coaches), PD (job embedded, ongoing and data driven), and assessment systems.

Martha's Group

Specific Problem or Issue: Parents need to be involved and informed in MTSS

Potential Solutions

1. Add language in the requirement about parental rights to request an evaluation
2. Funding for parent training on MTSS
3. Guidance for professionals on how and when to contact parents about their child's participation in MTSS.

Specific Problem or Issue: Align MTSS with TDE

Potential Solutions:

1. Provide Best Practices/Clearinghouse to address Student Engagement component of TDE to increase effectiveness/emphasis on parental communication/notification about MTSS interventions and progress.
2. Moving the bulk of the 35% Student Achievement component of TDE to the Development area -- work and progress made by teachers within the MTSS framework to meet the 35% (or portion thereof) towards the teacher's evaluation summative score = a quality process will create a quality product.
3. Including parental notification/communication as part of TDE and the Student Engagement component and Student Achievement will also provide opportunities for increased volunteerism and community engagement/partnerships.

Specific Problem or Issue: Lack of common understanding of what MTSS is

Potential Solutions:

1. Define MTSS in statute
2. Consider changing title of 125A.56 to reflect MTSS
3. Define specific terminology within statute
4. Define MTSS in layman's terms for parents and public/ broader understanding

Kristin's Group

Problem #1

The current framework lacks sufficient specificity to be implemented with fidelity (for example, it does not specify the infrastructure/systems and supports that need to be in place.

Possible solutions

1. Make clear that districts should have systems and infrastructures in place, across PK-12, that focus on both behavior and academics, with specific protocols (procedures, decision rules etc.) that are known to all and expected to be followed with fidelity. These systems should be streamlined/aligned between general ed and special ed--for example data collected as part of MTSS could be used as part of the special ed eligibility process.

Examples of specificity could be that there are universal screeners in place, reliable and valid progress monitoring tools, a tiered system of instruction and interventions in behavior and academics, decision rules for when to move students among tiers, definition of fidelity.

2. Provide clear definitions of what types of assessments/interventions should be in place-- this doesn't need to be completely prescriptive but should define what is meant by evidence-based, intensive, reliable and valid, fidelity, etc.
3. Have accountability systems in place to make sure practices are implemented with fidelity.
4. Funding would include reporting mechanism that includes accountability. Funding needs include resources to develop systems, infrastructures, training and tools, leadership and staff development, data and assessment collection systems, curriculum and instructional interventions (alternative delivery options), parental involvement.

Problem #2

We need to build staff capacity to implement high quality, core Tier 1 instruction with fidelity, as well as increasingly intensive interventions that *supplement* the core (in Tier 2) and address individual needs (in Tier 3) in both academics and behavior.

Possible Solutions

1. resources/funding targeted toward staff development
2. Training, tools, and ongoing/embedded support
3. Inclusion parental education components
4. Infusion of cultural competencies in all staff

Problem #3

We need models for adoption, effective implementation, and sustainability

1. Before developing a framework for all schools, MDE should consider identifying schools (administrators, teacher teams, counselors) that are doing this work well. MASSP is attempting to develop a model where principal self-identify their school's strength in a number of areas, i.e. PLC process, interventions, alternatives to suspension. This then becomes a resource for principals to dialogue with other administrators about what practical solutions have been put in place. This does not always require new funding, but it could require schools to change practices if they are not getting good disaggregated results or are not making progress.
Encouraging/requiring this connection between schools would be healthy for the state. → form a network
2. implementation plan that is systemic and ongoing, so that when leadership and teachers change (i.e., slippage issue), the whole thing doesn't fall apart
3. needs assessments and ongoing fidelity checks regarding where we are in the whole process
4. need a strong, common problem solving model that is used across buildings, with a specific protocol and leadership teams at both district and school levels that are well aligned (clear communication, clear decision making processes)
5. some way of building in parental involvement at building/district levels--parents might serve in advisory capacity
6. Leadership: need to provide vision, mission, direction → leads to access to resources

Problem #4

Funding

1. Consider ways to re-allocate funds: take a good look on what funding is being used for and what the return on investment really is--can resources be shifted to better use?
2. Focus on priorities (e.g., 3-4 interventions, identify assessments that are cost effective)
3. What are current available funding sources, how can they be better allocated (creative use balanced with compliance)
 - a. ADSIS
 - b. curriculum funds--reprioritize
 - c. early intervening services \$\$
 - d. PBIS funds
 - e. grant processes
 - f. Title I (for title schools)
 - g. integration \$\$
 - h. EL program funds (shared resources)
 - i. braiding funding into one system (i.e., Title 1/Integration/EL Program funds)
 - j. compensatory ed funds
 - k. targeted services
 - l. Qcomp/teacher development \$\$
 - m. other student support \$\$
 - n. sig grants
 - o. interventionists
 - p. MN reading and math corps
 - q. basic skills revenue
 - r. special ed \$\$ for prevention
 - s. community ed
 - t. fed special ed discretionary \$\$
 - u. professional organizations--profession development \$\$

Fourth Group

Specific Problem or issue # 1:

Common professional development between special education and general education

Use Regional Centers for Excellence

Required by Board of Teacher

Potential Solutions:

1. Require aligned plans through Read Well by 3rd Grade which go into World's Best Work Force (WBWF)
2. Working through Teacher Development and Evaluation (PLCs, teacher coaches)
3. Parent Aware System – Statute Definition Framework Explained

Specific Problem or issue # 2:

Staffing and Resources (Assessments/transportation) Tools / Parent Communication

Potential Solutions:

1. MTSS Focus / Paras doing interventions
2. Funding for assessments, staffing
3. EC (targeted) statewide programming

Specific Problem or issue # 3:

Sustaining through leadership

Potential Solutions:

1. Broad-based implementation team who are well-versed in literacy and teacher leadership professional development

Specific Problem or issue # 4:

Our core is not in order – need to work on 80%

Potential Solutions:

1. Funding
2. Literacy
3. Instructional strategies and assessment

Fifth Group

Specific Problem or issue # 1:

There is a need for common professional development between gen ed, principals and specialists E-12; common language of instruction

Potential Solutions:

1. Defining MTSS Framework (not prescriptive) (no one model marketed for all districts) – updating the statute to match current funding streams
2. Working through TD&E process for PLC and peer coaching aligned to best practices and WBWF – Read Well by 3rd Grade

Specific Problem or issue # 2:

Resources and staffing – There are not enough highly trained professionals to provide intervention and support. Often in rural school systems, interventionists are tapped to substitute teach.

Potential Solutions:

1. Funding – people – professional development – tools (assessments and data systems).
2. Targeted early childhood educational opportunities – transportation, pre-school staffing for even earlier intervention.

Specific Problem or issue # 3:

Improved our core instruction around best practices (40% not meeting proficiency is an issue with core instruction)

Potential Solutions:

Specific Problem or issue # 4:

Sustaining through leadership changes

Potential Solutions:

1. Broad based implementation team who are well-vested in other state initiatives – TDE, Read Well by 3rd Grade, WBWF
2. Strengthening teacher leadership through professional development – TDE funds
3. Implementation plan – infrastructure – state, district and school level.