Minnesota Multi-Tiered System of Supports Framework

DEPARTMENT OF EDUCATION

CCNETWORK
Comprehensive Center Network

REGION 10
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Introduction

The Minnesota Multi-Tiered System of Supports (MnMTSS) is a framework for Minnesota educators and school leaders to ensure that every student thrives academically, behaviorally, emotionally and socially.

In order to make powerful learning conditions plentiful and consistently present in schools and districts, teachers and school staff need systems of support to aid their work of promoting student academic, behavioral and social-emotional learning. This includes:

- Job-embedded coaching and time for critical conversations with other educators;
- Dedicated time to teach effective, well-designed curricula and to explore student learning data;
- Clear, consistent direction from administration; and,
- Opportunities to collaborate with the families of the students they serve.

MnMTSS provides an infrastructure for a system to support the important work of teachers through an approach that centers equity. The *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* outlines MTSS as providing high-quality, research-based instruction and intervention to meet the needs of every student, using data to guide educational decisions to improve academic, social, emotional and behavioral outcomes.[1]

The MTSS framework outlined in this document is modified for the current needs of Minnesota's diverse communities. It is based on implementation science from the National Implementation Research Network, among other sources. MTSS emphasizes best practices for adjusting student support based on student need.

MTSS systems are becoming increasingly common across the United States and are associated with efficient use of resources and positive student outcomes. Congress recognized the need for a critical systemic element in improving school performance by including MTSS in the Every Student Succeeds Act, also known as ESSA. In an analysis of the scientific literature on which practices most positively impact student achievement conducted by John Hattie, MTSS, also known as Response to Intervention, has been found to have an exceptionally large effect size on student achievement.[2] MTSS is a data-driven, continuous improvement framework that can be used for resource allocation, and can be overlaid across curriculum content areas and educational contexts.[3]

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[1] (Shane R. Jimerson 2016)
[2] (Hattie 2018)
[3] (Amy McCart 2019)

MnMTSS Definition

MnMTSS is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

This systemic framework requires:

1. Design and delivery of culturally and linguistically responsive, effective, standards-based core instruction in safe, supportive environments inclusive of every student as a necessary foundation for tiered supports.
2. Layered tiers of culturally and linguistically responsive supplemental and intensive supports to meet each student's needs.
3. Developing collective knowledge and experience through engagement in representative partnerships with students, education professionals, families and communities.
4. Multidisciplinary teams of education professionals that review and use data to prevent and solve problems, inform instruction and supports and ensure effective implementation in partnership with students and families.
5. Effective and timely use of meaningful, culturally relevant data disaggregated by student groups that includes but is not limited to universal screening, frequent progress monitoring, implementation fidelity and multiple qualitative and quantitative sources.
6. Ongoing professional learning on the MTSS systemic framework using anti-bias and socially-just approaches to training and coaching.

Guidance

The Minnesota Department of Education will provide the following MnMTSS implementation resources to school districts and charter schools:

- **MnMTSS Framework:** A description of the essential systemic components of MnMTSS and how these interact including leadership behaviors, evidence-based tiered instruction, interventions, beliefs and dispositions of educators and staff, family engagement, school climate context, universal screening, progress monitoring. data-based decision-making,
- **MnMTSS Road Map:** A description of the sequence of steps leading to and through the stages of implementation to be used in planning and installation of MnMTSS by schools and related community agencies. The Road Map includes a self-assessment measure districts can use to determine their levels of implementation MTSS and select priorities for improvement.

- **[MnMTSS Team Guidebook](#):** A description of teams operating at district and school levels including characteristics of effective teams, procedures, routines and forms that can be used to operate.
- **MnMTSS Professional Learning and Development Guidebook:** A description of knowledge, skills and dispositions to be acquired or enhanced in the routine operation of MnMTSS in schools and related community agencies. (Fall 2022)
- **MnMTSS Policy Analysis Guide:** A description of how MDE Policies, state and federal funding streams and procedures align with MnMTSS and how the state, schools and related community agencies can examine and align policies and procedures, and repurpose funding streams to support implementation and operation of MnMTSS. (Fall 2022)
- **MnMTSS Process Guide:** A guide to help district teams create MnMTSS Handbooks that guide implementation. (Fall 2022)
- **MnMTSS Data Management Systems:** A description of data definitions, data quality standards, routine and customized report options that support the operation of MnMTSS. (Winter 2022)
- **MnMTSS Glossary:** A list of all terms and their definitions used in describing MnMTSS.
- **MnMTSS At Work:** Descriptions of exemplar districts, schools, and related community agencies operating MnMTSS and the effects on students, educators, and communities.
- **MnMTSS Program Evaluation Guide:** A description of principles, measures, and procedures to evaluate the effectiveness and efficiency of MnMTSS.

Five Fundamental Components of MnMTSS
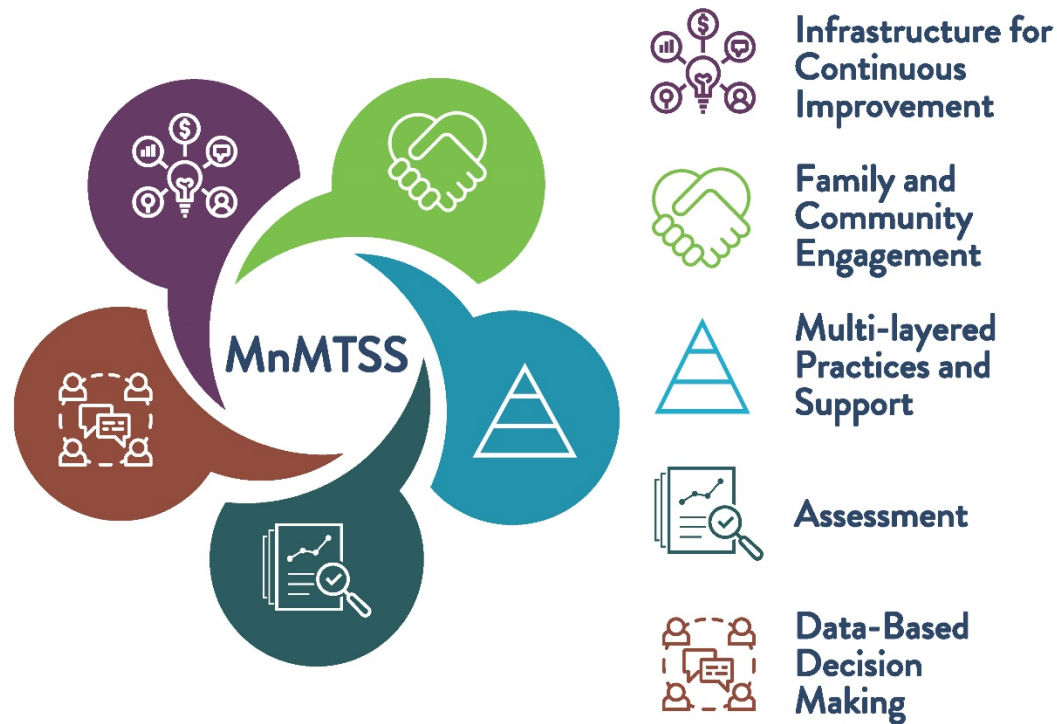
The MnMTSS framework consists of five fundamental components that work together for successful implementation:

1. An infrastructure that provides a system in which people can work effectively and efficiently.
2. Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes
3. Multi-Layered practices and supports that match intensity of services to level of student need.
4. Assessment tools with which to accurately and reliably collect information that aids decision making.
5. Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.

These five components were selected based on a review of the published scientific literature on MTSS and educational equity; technical assistance centers from other states; MTSS implementation rubrics; and, the practical experience of work group members implementing MTSS.

1. Infrastructure for Continuous Improvement

Schools require tangible infrastructure such as buildings and materials like books, pencils, paper and technology. In addition, schools require intangible infrastructure such as a system of compensation for teachers, procedures that people reliably follow and norms for acceptable behavior. All of those critical but often invisible elements are infrastructure, or underlying structures that are necessary to have in place to be safe and get things done.

MTSS is a framework that organizes people around equitable and empirical decision-making regarding student academic, behavioral, social and emotional well-being. MTSS requires infrastructure beyond what is historically available in schools. MTSS infrastructure requires:

- Clear goals or mission.
- Leadership that prioritizes reaching these goals through coordination of resources and personnel based on known best practices and responses to student data.
- Core staff beliefs concerning the power of finding the conditions that bring about student learning.
- Creating positive school climates in which students want to learn and teachers want to teach.
- Professional learning that builds and sustains effective practices that bring about flourishing students.
- Teams of educators that have efficient and effective meetings that ultimately benefit student outcomes.

2. Family and Community Engagement

MnMTSS aims to make families partners in educational decision making by developing reciprocal relationships, amplifying the voices of marginalized or disadvantaged populations, clearly communicating learning objectives and student progress on those objectives and actively listening to contributions and concerns from families.

Through authentic collaboration, schools can create meaningful relationships with families and communities and build new opportunities for students together.

3. Multi-Layered Practices and Supports

Multi-Layered supports allow every student to receive the support they need to reach meaningful and rigorous learning standards. In MnMTSS, there is a system for intensifying support, when needed, so that a broader array of the diverse student population will be successful.

While intervention intensification occurs on a continuum based on student need, consider three general intensity categories:

- Tier 1 involves the instruction and support provided to every student.

- Tier 2 offers additional support to some students through pre-established intervention protocols that can be quickly put into place and which are likely to be effective for most students who are having difficulties with Tier 1 alone.
- Tier 3 includes more intensive, individualized support provided to those students for whom Tier 2 support has been insufficient.

Within each tier, there is room for increases in intensification. For example, in tier 1, teachers can intensify practice and feedback opportunities by instituting structured peer tutoring. In any case, the intensification procedures of MnMTSS create conditions that are more socially just and equitable, since each student will receive the support they require to be successful regardless of individual differences.

4. Assessment

Schools require tools and processes to assess student and system performance and progress in order to determine if they need to make adjustments to help every student succeed.

MTSS assessment systems can screen student groups and to ensure individuals get the resources and supports they need with enhanced or targeted instruction. Assessment systems for analysis (also known as diagnostic assessment) can provide decision makers with awareness of which student knowledge or performance gaps need to be filled, what motivational needs should be addressed, and what obstacles need to be removed for a student to be successful.

MnMTSS provides guidance on what assessment procedures need to be in place in order to guide instruction through knowledge obtained by screening, progress monitoring, analytic and program fidelity assessments. MnMTSS assessment provides the knowledge required to intervene early and well, so that every student can be provided what they need.

5. Data-Based Decision Making

Data-based decision making provides grounding in empirical evidence and system alignment across people and programs, so that all are pulling toward shared goals. It disaggregates data to evaluate the outcomes for each student population so that inequity can be identified and addressed proactively. This increases the likelihood that decisions that are in the best interest of the students that schools serve. MnMTSS promotes a problem-solving approach in which problems are precisely defined and analyzed, solutions address root causes, and implementation is monitored to ensure success. The data-based problem-solving component of the MnMTSS framework consists of three major subcomponents: accessible and integrated data, decision-making process and system performance.

Component 1: Infrastructure that Supports Continuous Improvement

Infrastructure refers to the collection of physical, relational and procedural mechanisms in a system that support people as they coordinate and work efficiently together. These components provide the structural stability for initiatives to be implemented, sustained and improved independent of particular individuals. An effective school infrastructure increases the likelihood that improvement efforts are focused and aligned and that educators are empowered to ensure equitable, healing-centered, assets-based social, emotional, behavioral, developmental and academic outcomes for every student.

Subcomponent 1.1: District Mission, Vision, Policies, and Procedures

The district expresses and promotes an explicit purpose in providing equitable educational services to the community. The district develops and implements policies and procedures that embody a multi-layered, equity-centered systemic approach to honoring multiple identities and instilling a sense of agency and belonging for all members of the school community.

Indicators and Criteria

District Vision, Mission and Goals Guide and Align Actions

1. The district explicitly expresses and promotes its mission for students and the community and a vision for future performance based on active engagement with the community in its development.
2. The mission and vision support a whole child approach that is healing-centered, assets-based, honors multiple identities, and focuses on agency and a sense of belonging.
3. The district aligns all goals and objectives with the mission and vision and articulates how the effective implementation of an equity-centered MTSS framework supports the growth and development of every student.

District Policies and Procedures Require Implementation of MnMTSS Components and Subcomponents

District policies and procedures require implementation of MnMTSS components and subcomponents. Procedures and processes are explicitly outlined in MnMTSS District Handbook/Implementation Guide and incorporated into Special Education program narratives, total special education systems (TSES), and school policies and procedures. These are shared with all staff and are available on the district and school website.

Fidelity: The District MnMTSS Team Monitors and Improves Implementation

The District MnMTSS Leadership Team measures fidelity to implementation of the MnMTSS Framework at the district and all sites at least annually. Results are used to identify barriers and guide decisions toward resource allocation for stronger implementation.

Subcomponent 1.2: Leadership

All district and school leaders act collectively and individually to establish the vision and expectations for implementation of an equity-focused MTSS across the PreK-12 system. Leaders collaborate with one another and within and across collaborative linked teams to provide both technical and adaptive support for all components of the framework.

Indicators and Criteria

District and School Leaders Facilitate Continuous System Improvement

Criteria:

- Districts and school leaders facilitate a process of continuous improvement and at least annually engage stakeholders to assess system performance, and develop a plan of activities designed to improve student outcomes. To address systemic inequity this process should periodically include a Comprehensive Needs Assessment (CNA), Root Cause Analysis, and an Equitable Distribution of Resources (EDR) analysis across all ten dimensions of resource equity.
- There is agreement, based on research, on how each school and district leadership position is expected to impact student outcomes and how each is accountable to a coordinated continuous improvement plan. All leaders receive professional development in effective systems change and implementation science and are expected to use these in planning.

District Leadership Supports School MnMTSS Team Implementation

Criteria:

- District leaders clearly communicate the expectations for implementation of all MnMTSS components, ensure the equitable distribution of resources, and work with school leaders to implement MnMTSS.
- Leaders engage in data-based problem-solving to continuously improve upon practices, policies, and procedures and have relational trust with staff, families, and the community.
- A district leader is assigned to facilitate the District MnMTSS Leadership Team and development of the MnMTSS Handbook/Implementation Plan. This is updated annually.
- Fidelity of implementation of MnMTSS is monitored at least annually at the district level and at each site. Results are used by the District MTSS Leadership Team to guide decisions towards stronger implementation.

School Leadership Supports Socially Just MnMTSS Implementation

Criteria:

- Decisions and actions by school/EC program leaders proactively support equity-focused practices through implementation of the essential components of the MnMTSS framework. School leaders clearly communicate the expectations for implementation of all MnMTSS components, ensure the equitable distribution of resources within the school, and coordinate on-site implementation.
- Decisions and actions by school leaders are informed by the needs of the community, race and poverty related opportunity gaps, and culturally and linguistically diverse families.
- School/EC program leaders follow the District MnMTSS manual and lead the school team in developing a building Implementation Plan. Fidelity of implementation of the MnMTSS Framework is monitored at least annually. The results are used by the MnMTSS School Leadership Team to guide decisions towards stronger implementation.
- School-wide schedules are aligned to allocate adequate core instruction and additional multi-levels of intervention based on student need.
- Staff schedules provide planning time for design and delivery across levels of support (Tiers 1, 2 and 3), including collaborative data-based planning and monitoring of the progress of individual students and groups of students.

Subcomponent 1.3: Core Beliefs

Core Beliefs about themselves, students, families, and communities inform the actions that educators take and are developed based on each person's own cultural, racial, gender, and socioeconomic background. All staff are provided an opportunity to routinely examine the impact of implicit bias and the beliefs they hold on their professional practice and student outcomes.

Indicators and Criteria

Core Beliefs about Students Honor Their Background, Culture, and Abilities

Criteria:

- Educators recognize the educational experiences of students as meaningful sources of information and expertise.
- Educators believe that students from every background and culture are imbued with the potential to learn when instruction is empowering, rigorous, engaging, and honors the unique cultural and linguistic contribution they bring to the learning community.
- Educators believe that effective core instruction alone should result in at least 80% of all students (including students with disabilities) meeting standards in each content area.

Core Beliefs About Families & Communities Honor Their Background, Culture, and Expertise

Criteria:

- Educators recognize the educational and lived experiences of families and community members as meaningful sources of information and expertise.
- Educators believe that families and communities from all cultures, racial backgrounds are equal partners in the education of their children. See Component 2: Family and Community Engagement.

Core Beliefs about Effectiveness of Education When Educators Work Together Toward Common Goals

Criteria:

- Educators share collective responsibility for the social, emotional, behavioral, developmental and academic outcomes of every student.
- Educators believe professional development and collaboration supports them in continuous improvement of their professional practice.
- Quantitative and qualitative assessment of student learning helps teachers identify areas for instructional improvement.
- Educators understand that MnMTSS is a systemic, continuous improvement framework for ensuring equitable positive social, emotional, behavioral, developmental and academic outcomes for every student.

Fidelity: Core Beliefs Promote Healthy Environments that Support Students from Diverse Backgrounds

Criteria:

- Current measures (repeated at least annually) indicate that educators have values, beliefs, and attitudes about students, families and communities, and teaching and learning that will facilitate the thriving of students from diverse backgrounds.
- These beliefs are asset based and rooted in the belief that each student can learn with the appropriate support.
- Training, coaching and improvement plans are in place to facilitate staff's shared understanding of core beliefs.

Subcomponent 1.4: School Climate

School Climate is the quality and character of school life, particularly as it relates to patterns of students', caregivers' and school staff members' experiences. School climate reflects norms, goals, values, interpersonal relationships, teaching and learning, and leadership practices and organizational structures anchored in culturally sustaining and linguistically responsive practices.

Indicators and Criteria

Leadership supports school climate improvement

Criteria:

- School leaders publicly support school climate improvement, establish a vision of this for the school and establish a no-fault framework. Leaders agree to take responsibility for their actions and learn from the actions they have taken in the past – both those that worked well and those that did not work well. Together, leaders agree to work cooperatively to improve the school's climate.

Engagement of Community in School Improvement

Criteria:

- Leaders meaningfully engage the whole school community in the school climate improvement process.

Data Are Used to Assess School Climate

Criteria:

- A process is used to assess the school's readiness to take on school climate improvement. Assessments are used to measure students, staff, and parents or caregivers' perception of the 14 dimensions of school climate.

Policies & Practices Support Positive School Climate

Criteria:

- Policies and practices are reviewed and revised to ensure they are aligned and supportive of school climate efforts, including preventative and restorative discipline practices.
- A comprehensive school mental health system has been developed.

Instructional & Relational Management Strategies Are Practiced by All School Staff

Criteria:

- All adults in the building are positive role models, who explicitly teach social and emotional skills and provide students with opportunities to practice prosocial skills. Adults effectively manage classrooms and common school spaces in a way that focuses on student engagement and restorative practices. All staff participate in professional development that targets the development and promotion of meaningfully student-teacher relationships.

Subcomponent 1.5: Professional Learning

Professional learning involves training and coaching to develop the competency of all staff in the knowledge, skills, and dispositions that improve student social, emotional, behavioral, developmental, and academic outcomes and ensure continuous educator growth in anti-racist and culturally and linguistically sustaining instructional practices and decision-making. Every educator should be provided an opportunity to develop conceptual, procedural and technical understanding of the MnMTSS framework.

Indicators and Criteria

Evidence-Based & Aligned Professional Learning is Provided to Educators

Criteria:

- Based on a district self-assessment evidence exists that school-based professional development is structured so that:
- All leaders and educators continuously examine, reflect upon and improve leadership practices and data-based decision making.
- A process exists for every staff member to access professional learning specific to their individual needs and role.
- Staff providing Tier 2 or Tier 3 intervention are trained and coached in effective delivery and can make precise and timely adjustments to instructional factors based on student response or feedback from fidelity measures. (Subcomponent 3.3)
- Staff are provided training and coaching on effective team practices and implementation science.
- Procedures exist to provide training and support for new staff.
- All staff members, as appropriate to their role and position, are provided with the opportunity to deepen their conceptual, procedural and technical understanding of MTSS.
- The content of professional learning for all staff includes culturally and linguistically sustaining practices, effective SEL and academic instructional and assessment practices, mental health awareness, asset-based mindsets, implicit bias, cultural competency and family engagement.

Professional Learning is Evaluated

Criteria:

- Based on a district self-assessment, evidence exists that professional learning activities have been:
  - o Mapped to the school improvement or action plan.
  - o Designed to address priority needs to improve staff and student performance.
  - o Sustained through ongoing job-embedded coaching and support.
  - o Associated with improvements in performance.

Fidelity: Quality and Impact of Professional Learning are Evaluated and Improved Upon

Criteria:

- Procedures are in place to systematically monitor the implementation of knowledge and skills presented in professional learning and coaching.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

Subcomponent 1.6: Collaborative Linked Teams

Collaborative linked teams include an MnMTSS district leadership team, building leadership teams, grade-level or content (Tier 1) teams and student intervention teams (Tier 2 and Tier 3). The purpose of the district and school leadership teams are to ensure that the implementation infrastructure is developed to support staff in implementing MTSS as intended and improving outcomes for students, sustain MTSS implementation over time and across staff, scale-up MTSS over time and across units, and ensure continuous improvement of fidelity and student outcomes. Tier 1 and Tier 2 Design and Delivery ensure the success of every student in Tier 1 and the progress of students who receive Tier 2 interventions. The purpose of the student intervention team is to support individuals or groups of students in Tier 2 and Tier 3 by analyzing data, selecting and implementing evidence-based interventions, and monitoring implementation fidelity and student progress.

Indicators and Criteria

District, Building, and Grade/Content, Individual Student MnMTSS Teams Are Linked and Communicate Effectively

Criteria:

- Linked teams exist to serve as:
  - District MTSS Leadership Team
  - School MTSS Leadership Team
  - Tier 1 Design and Delivery
  - Tier 2 Design and Delivery
  - Tier 3 Design and Delivery

MnMTSS Teams Have Clear Roles and Follow Effective Process (see MnMTSS Team Guidebook)

Criteria:

- District and School Leadership Teams develop and follow a MnMTSS Handbook/Implementation Plan and ensure the infrastructure is in place to support staff in implementing MnMTSS as intended and improving outcomes for every student.

- Grade Level Teams and Student Intervention Teams ensure the academic and social emotional needs of every student are being met and follow an educational decision-making process (as described in Subcomponent 5.2). Each team:
  - Has balanced representation across stakeholders ensuring membership from typically marginalized groups and areas of expertise (varies by team).
  - Develops norms and engages in respectful and productive patterns of interaction.
  - Has documented structures, roles, and clear processes in place to guide decision making.
  - Supports the work of connected teams and ensures a communication feedback loop between teams.

Fidelity: Teams Evaluate Their Effectiveness and Find Ways to Improve Team Functioning

Criteria:

- Procedures are in place to systematically monitor the implementation fidelity of MTSS team processes as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

Component 2: Family and Community Engagement

Family Engagement is a process and a practice rooted in relational-trust which creates opportunities for equitable partnerships between families and school and district staff. These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and honor the lived experiences, expertise, and cultural knowledge of all stakeholders--students, teachers, staff, families, and communities.

Subcomponent 2.1: Sustain High-Trust and Reciprocal Relationships

School staff initiate communication with families and honor every family by acknowledging them as equal partners in students' school-based learning and by providing a welcoming, reliable, humble and productive interaction every time.

Indicators and Criteria

Schools Engage with Each & Every Family

Criteria:

- Educational events are offered at multiple times, with translation, interpretation, and assistive technologies, and sufficient childcare support to ensure the events are accessible, convenient, and inclusive.

- The school connects with all new families (both at the beginning of the year and those who transfer mid school-year) and provides them with information and contacts to help them understand and feel welcomed by the school community.
- Schools offer conferences at flexible locations and times through multiple mechanisms to accommodate all family situations.
- The school ensures that every family participates in parent-teacher conferences with consistent attendance across all family groups (or protected classes).

Educators Acknowledge and Interrupt the Cycle of Systematic & Persistent Educational Injustices

Criteria:

- Educators engage in implicit bias training and accountability.
- Educators acknowledge historical harms and are able to describe efforts to uproot systematic educational injustices in their classrooms, districts, and in policy and legislation.
- District and school policies reviewed and revised with families and students to identify and address bias and room for discretion that leads to double standards and disparate treatment of systematically and persistently disadvantaged students and families (inclusive of race, ability, nationality, first language, gender and sexuality, economics, etc.).

Educators Create Welcoming Environments

Criteria:

- Educators are accessible (through multiple mechanisms) to families and available at flexible and clearly communicated times that work for all families.
- Families indicate they feel welcome and valued at school by staff, universally designed signage and inviting spaces intended for their use.
- Families indicate they can find the information they seek.
- Schools partner with early learning providers, feeder schools as well as higher education institutions to onboard new parents/caregivers and prepare families and students to transition to next phases.

Educators Lay the Groundwork for Equal Partnerships

- The district guides communication with a formal plan to ensure that educators engage in regular and positive communications with every family.
- Educators embrace assets and experiences of families from non-dominant cultures to enrich classroom instruction and learning and invite families to be engaged in their student's education in respectful, culturally responsive and asset-based ways.

Subcomponent 2.2: Amplify Family Voice

Schools lead with listening. Families and communities know their children best and want to advocate for and facilitate their child's learning. Obtaining and acting on family and community feedback - prioritizing families from groups that have been persistently and systematically disadvantaged - is essential to maximizing student and school success.

Indicators and Criteria

Educators Focus on Families from Systematically Disadvantaged Groups

Criteria:

- The district and schools consistently and intentionally provide multiple and culturally responsive ways/mechanisms for families from systematically disadvantaged groups to gather, speak with school leaders, contribute ideas and concerns, and respond to questions.
- The district and schools intentionally hire and develop staff from the systematically disadvantaged groups or who are culturally equipped to serve students and families from the systematically disadvantaged group.
- The district and schools analyze surveys and other evaluative feedback to ensure that perspectives from systematically disadvantaged groups are gathered from a representative sample and can be disaggregated and analyzed separately from other groups.
- Evidence exists that the board, district, schools understand and have documentation of prioritized needs of families from systematically disadvantaged groups.

Educators Engage in Intentional and Sustained Family Collaboration

Criteria:

- Based on a district self-assessment, evidence exists that the district and schools collaborate with students and families through a variety of roles when making decisions that affect children and families. Roles include:
  - Initiators (collective inquiry in identifying priorities and developing plans.)
  - Co-designers
  - Receivers of information and resources
  - Providers of knowledge and support
  - Evaluators of educational practices

Educators Transform Power Dynamics

Criteria:

- Schools analyze ways that current systems create barriers for students and families from specific backgrounds and reforms policies, procedures, and norms to remove barriers and benefit groups that are, or have been, marginalized.

Educators Engage in Responsive Programming and Practices

Criteria:

- Families from groups that are or have been marginalized are included and centered in the creation and designing of services and resources to meet their identified prioritized needs.
- Family and community knowledge, values, and experiences are honored and reflected in the curriculum, instruction, and school climate.

Subcomponent 2.3: Link Families to Learning

Partnering with families is a prerequisite for students' educational success - everyone is a teacher; everyone is a learner. Schools, families, and communities bolster learning when they co-create and share expectations for students' growth and development.

Indicators and Criteria

Educators Enable Self-determination

Criteria:

- Families and school staff engage in proactive, deliberate two-way communication about student learning and student success in a manner that is planned and meaningful.
- Families and communities are included in adopting values, and definitions of individual and community success, including academic and SEL, student engagement, and physical and mental well-being.

Educators Communicate Clear Learning Expectations:

Criteria:

- Educators provide families with materials and training to support their child's learning and practice in the home setting when appropriate.
- Families are invited to observe instruction and showcases of student work.
- Educators regularly communicate and check families' understanding of:
  - Learning expectations.
  - Whether their child is progressing adequately.
  - Whether the child is meeting grade-level expectations.

Educators Communicate Meaningful and Timely Assessment of Learning Strengths & Needs

Criteria:

- Caregivers receive and can access regularly and timely information regarding their child's school performance.
- Report cards, grades, and assessments are aligned to standards, district and grade-level learning expectations.
- Report cards, grades, and assessments communicate the student's mastery of skills and concepts separately from their classroom behavior, compliance, attendance and homework completion.

Educators Recognize Caregivers as Experts

Criteria:

- Educators engage families on how to best meet their students' needs.
- Student strengths and needs are regularly discussed with families and based on data collected by the district and observations made by families.
- Individualized family collaboration occurs when concerns are identified and a student appears to need additional support.
- Caregivers of children who receive additional support are provided reports on their child's interventions, goals, and progress toward their goals as well as opportunities to actively engage in the decision-making process regarding the provision of intervention and support.

Educators Facilitate a Shared Understanding of the MnMTSS Framework

Criteria:

- A description of the essential components of MnMTSS is shared with caregivers in a culturally and linguistically appropriate format.
- Caregivers are routinely assisted with understanding how MnMTSS supports their student(s) and how they can contribute.

Subcomponent 2.4: Expect All Department and Staff to Partner with Families

High expectations, support and accountability for all school staff members lead to effective family engagement. Coherent district family engagement infrastructure embeds high-quality, culturally responsive professional development at all levels of the system and within all major functional areas (e.g., budgets, facilities, curriculum adoption, staff unions, etc.)

Indicators and Criteria

Educators Share Commitment to Family Engagement Efforts

Criteria:

- Districts and schools have clearly communicated staff roles in family engagement efforts, as well as the expectation that all staff share responsibility and accountability for the success of family engagement efforts.
- Staff members, regardless of their formal role in the district, use their unique position and knowledge to engage with families.
- Family engagement successes and best practices are celebrated and shared across the district and schools.

Educators Engage in Coherent & Systemic Family Engagement Efforts

Criteria:

- Districts and schools have adequately funded and resourced family engagement efforts. This could include authorized to access communications, research and evaluation, food and nutrition services, transportation, technology integration and translation professionals.
- Conditions are in place that ensure staff are able to attend and participate in parent meetings, parent-teacher home visits, family and community events, etc. outside of their normal work schedules and compensate them appropriately.
- Professional development for all staff emphasizes asset-based mindsets when engaging families and cultural competency for engaging with the families.
- Clear family engagement goals and family voices and data are incorporated into district decisions and initiatives.

Subcomponent 2.5: Commitment to Continuous Improvement of the Family Engagement Process

As family engagement practices become widely implemented, understood and valued within the school, stakeholder feedback develops essential data that deepens decision-making processes and continuous improvement efforts. Family engagement action plans, even those integrated within programmatic improvement plans, should be regularly refreshed in response to the needs and desires of stakeholders.

Indicators and Criteria

School Teams Collect and Plan in Response to Family Engagement Data

Criteria:

- The district identifies and regularly collects data and feedback on:
    - Effectiveness of the district's major family engagement efforts.
    - Perception of engagement efforts by the families themselves.

School Teams Support for Fidelity of Family & Community Engagement

Criteria:

- District and school family engagement teams regularly collect and review data indicating that family engagement initiatives are being implemented as intended and set goals for improvement to implementation as needed.

Subcomponent 2.6: Inclusive and Transparent Communication

Ensure that messages are culturally and linguistically appropriate, timely, accessible to all abilities, and clear by designing communication plans featuring multimodal, two-way, communication mechanisms based on the preferences of each family.

Indicators and Criteria

Schools Recognize and Communicate Using Preferred Communication Methods of the Community they Serve

Criteria:

- The district identifies each family's communication preferences.
- Home-school communications consistently meet the literacy, language, accessibility needs, and media preferences of families. This includes the needs of non-English speaking families, families who communicate primarily through oral traditions, and other communication considerations as needed.

Educators Engage in Robust Two-Way Communication

Criteria:

- The district has an established process for regularly engaging with diverse stakeholders (i.e., inclusive of marginalized populations that attend schools and/or reside within the community) to:
    - Build relationships.

- o Create space for inclusive participation by attending to interpersonal dynamics that reinforce power and marginalization.

Subcomponent 2.7: Schools as Community Space

School buildings and grounds are welcoming, nurturing and openly shared resources for families and community members. Schools leverage other community resources and organizations to expand access to learning opportunities beyond the traditional school day and calendar.

Indicators and Criteria

School Shares Resources That Expand Opportunity and Social Capital Within the Community They Serve

Criteria:

- The school has a family resource room/spaces, bulletin board and regular updates where families can increase their access to valued community resources and expand their social capital.
- The school has a process for connecting families with community resources (e.g., organizations, service providers) to meet their prioritized needs.
- The school has a process for opening to the entire community in addition to students' families for their personal and group use, including beyond the traditional school day.

Schools Collaborate with the Community and Connect Families to Helpful Community Based Resources

Criteria:

- The school has a family resource room/spaces, bulletin board and regular updates where families can increase their access to valued community resources and expand their social capital.
- The school has a process for connecting families with community resources (e.g., organizations, service providers) to meet their prioritized needs.
- The school is open to the entire community in addition to students' families for their personal and group use, including beyond the traditional school day.

Districts Expanded Access to Community Learning Opportunities for Families

Criteria:

- School staff use an established process to collaborate with community members and organizations to identify existing resources in the community and to bring those resources into schools and other neighborhood spaces that are most convenient for families.

- School staff collaborate with child care providers, youth workers, and out of school time learning providers to ensure high-quality enriched and aligned learning opportunities for students and families.
- Districts partner with families to identify priorities for capacity building among families.
- Districts work to establish resources for families to achieve their own learning and capacity building goals.

Component 3: Multi-Layered Practices and Supports

Tiered service facilitation is a school-wide, culturally and linguistically sustaining multi-layered system of practices that intensifies instruction and supports as needed, so that each student meets rigorous and meaningful social, emotional, behavioral, developmental and academic benchmarks. The tiers described refer to levels of support students receive, not to students themselves.

Subcomponent 3.1: Tier 1 (Core) Practices

Tier 1 (core) includes culturally and linguistically sustaining standard-based and differentiated academic, social and emotional instruction for every student as a necessary foundation for tiered support

Indicators and Criteria

Districts and Schools Select Evidence-Based Instructional Materials

Criteria:

- The materials the district uses have undergone a sequential review process that ensures evaluation for:
  o Alignment to the standards.
  o Evidence-based for the target population of learners.
  o Culturally and linguistically sustaining.
  o Inclusion of multiple perspectives and identities.
  o Recognition of bias in upholding stereotypes.
- A process is in place for training staff on the instructional materials and assessing the progress of implementation within the district.

Educators Engage in Evidence-Based Instructional Practices

Criteria:

- Evidence exists that all teachers are implementing evidence-based academic and SEL practices across content areas on a daily basis for every student.

- Instructional practices are culturally and linguistically sustaining, empowering, aligned to standards, and provide opportunities for student engagement, collaboration and discourse.
- Multiple data sources are used to differentiate instruction based on the needs and interests of students.
- Students are given opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- Social-emotional learning is explicitly integrated with academic learning.

Tier 1 Targets

Criteria:

- At least 80% of secondary students meet standards from Tier 1 (core) programming alone in class grades, credit attainment, attendance, behavior, and SEL.
- At least 80% of elementary and early childhood students meet standards from Tier 1 (core) programming alone. in literacy, numeracy, social and emotional.
- At least 95% of students proficient at the beginning of the year are proficient at the end of the year.

Tier 1 Horizontal & Vertical Alignment Clarifies Expectations and Builds Student Skills from One Grade Level to the next.

Criteria:

- Teaching and learning objectives are based on standards and benchmarks for academic content areas and are well articulated from one grade to another.
- A well-articulated scope and sequence is used within grade levels and content areas to ensure equitable learning experiences are guaranteed and viable.

Fidelity: High Quality Tier 1 Instruction and Programming is provided to Every Student

Criteria:

- Procedures are in place to systematically monitor the implementation fidelity of Tier 1 as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

Subcomponent 3.2: Tier 2 (Supplemental) Intervention

Tier 2 (supplemental) includes culturally and linguistically sustaining interventions provided to some students in addition (layered) to Tier 1 (core).

Indicators and Criteria

Evidence-Based Tier 2 Instructional Materials Are Provided to Students Who Need Supplemental Support

Criteria:

- An inventory of evidence-based academic and behavior interventions are available to match student needs to the most precise and likely interventions are based on data-based decision making.
- Selection of Tier 2 academic and behavior interventions reflect:
  - Cultural and linguistic factors.
  - Inclusion of multiple perspectives and identities.
  - Recognition of bias in upholding stereotypes.

Evidence-Based Tier 2 Instructional Practices Are Likely to Be Effective for Most Students

Criteria:

- Evidence exists that all supplemental instructional interventions are evidence-based for the content areas and grade levels in which they are used.
- Instructional goals are co-created by students and are progress monitored at least monthly.
- At least 60% of students served in Tier 2 are reaching learning goals.
- Instruction is differentiated based on student response; factors adjusted based on student response may include intensity (frequency and duration) and group size.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- SEL is explicitly integrated with academic learning.
- Parent/family communication on student progress is shared in a timely manner.
- Implementation fidelity of the intervention (as designed by purveyor or researcher) is monitored on a regular basis.

Tier 2 Supports Are Aligned with Tier 1 and Designed to Help Students Meet Tier 1 Expectations

Criteria:

- Evidence exists that supplemental interventions are well aligned with academic standards and social emotional support core instruction.

Fidelity: High Quality Tier 2 Intervention for Those Receiving It

Criteria:

- Procedures are in place to systematically monitor the implementation fidelity of Tier 2 as described above.
- Procedures are in place to use these data.

- Goals are set for improvement as needed.

Subcomponent 3.3: Tier 3 (Intensive) Intervention

Tier 3 (intensive) includes culturally and linguistically sustaining individualized interventions provided to a *few* students and includes students with and without an Individualized Education Plan (IEP).

Tier 3 interventions intensify and individualize across the following domains:

- Increased number of opportunities to respond
- Increased frequency and explicitness of feedback
- Increased focus on discrete skill instruction within the targeted skill
- Increased attention transfer of skills taught to the contexts in which they are used
- Increased clarity and explicitness of language paired with examples and non-examples
- Increased pre-correction and prompting
- Enhanced and targeted specific positive reinforcement

Indicators and Criteria

Evidence-Based Tier 3 Instructional Materials Are Provided to Students Who Need Intensive Support

Criteria:

- Evidence-based academic and behavior interventions are designed to match individual student needs to the most precise and interventions are based on data-based decision making.
- Creation or selection of Tier 3 academic interventions reflect cultural and linguistic factors.
- Inclusion of multiple perspectives and identities.
- Recognition of bias in upholding stereotypes.

Evidence-Based Tier 3 Instructional Practices Intensify and Individualize Supports for Students Who Require Customized Programming

Criteria:

- Evidence exists that all targeted instructional interventions are evidence-based for the content areas and grade levels in which they are used and include mental health services provided in the school by either internal providers or external providers (co-located or school-linked services).
- Instructional goals are co-created with students and are progress monitored at least weekly and changes to instructional factors are made according to the data.
- Instructional factors considered for intervention selection or design and for adjustment based on individual student response and includes intensity and group size.

- Instruction is individualized based on goal setting and provided by highly qualified instructional staff.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- SEL is explicitly integrated with academic learning.
- Caregivers and families are fully engaged in the decision-making and goal setting process and communication of progress monitoring provides a two-way feedback loop.

Tier 3 Interventions are Aligned to Student Specific Needs and To Making Students Successful with Grade Level Standards

Criteria:

- Decisions regarding student engagement in both core instruction and intensive intervention are made on a case-by-case basis and according to student need.
- Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core standards.

Fidelity: Tier 3 Interventions are Monitored to Ensure Fidelity

Criteria:

- Procedures are in place to systematically monitor the implementation fidelity of Tier 3 as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

Component 4: Assessment

Assessment is the process of gathering evidence aligned to a specific purpose to be used in making educational decisions that improve the learning conditions for every student. A variety of assessment types and tools are used within the education system (classroom, school district, statewide), and the results should be used according to the intended purpose and the level of specificity of the information produced. Assessments are designed for specific purposes and uses, and validity evidence must be available to support intended interpretations and uses.

Subcomponent 4.1: Systems Evaluation

Systems Evaluation provides information to use in discussions about how well systems and programs are functioning to serve every student.

Indicators and Criteria

Districts and Schools Review Implementation of MnMTSS Framework

Criteria:

- Fidelity to implementation of the MnMTSS Framework at the district and at all sites is reviewed at least annually. Results of implementation review are used to guide decisions to address barriers identified in Subcomponent 1.1 and allocation of resources for stronger implementation.

Districts and Schools Evaluate the Overall Health of the Systems That Support Teachers and Students

Criteria:

- Meaningful information and outcomes (e.g., school climate, student voice) are measured through the annual administration of assessment tools with sufficient empirical validity evidence to support such use. Results of the administration are shared with staff and are used to guide decisions toward improving systems.

Comprehensive Assessment Plan Informs Instructional Decisions Regarding What, How, and When to Teach

Criteria:

- The district has established a comprehensive assessment plan by which to monitor student learning of educational standards that is well implemented within every school at every grade level. This plan also includes state assessments (e.g., MCAs, ACCESS) and identifies:
  - The tools and other sources of data to be used for universal screening, progress monitoring and diagnostic assessment.
  - The role of quality formal and informal classroom assessment to help guide instruction.
  - The process for developing and/or selecting and administering high quality, standards-based assessments to support formative, interim and summative purposes. .
  - The process for training staff in the purpose and appropriate use of these assessments.
  - Assessment plan includes when accommodations are appropriate and when not appropriate for English learners and students with disabilities.
  - The purpose of the assessment, the outcome that is being measured, the intended uses of the assessment and consideration of unintended consequences.

Subcomponent 4.2: Universal Screening

Universal Screening provides information that can be used to determine the effectiveness of the Tier 1 practices to promote student success and which students might require additional support.

Indicators and Criteria

Universal Screening Tools Function to Efficiently Identify General Patterns of Student Need and Particular Students Who May Require Additional Support

Criteria:

- The district uses standardized screening tools with sufficient evidence of reliability, fairness, and validity for the intended purpose and proposed use including:
  - Agreed upon norms or criterion-based cut scores so that scores can be adequately interpreted.
  - Adequate reliability.
  - Adequate validity (e.g., predictive validity, classification accuracy, sensitivity, specificity, content validity, consequential validity).
  - Attention to considerations of potential adverse effects of bias.

Universal Screening Process Collects Data and Organizes Data for Informed Team Decisions

Criteria:

- Screening is conducted for every student in grades PreK through 12 across academic, social, emotional, and behavioral domains.
- Procedures are in place to ensure accuracy of results (i.e., each student is tested in accordance with standardized procedures, scores are accurate, decision-making criteria are accurate).
- A process is in place to screen every student three times per year (e.g., fall, winter, spring).
- Criteria have been established to both analyze the systems-level outcomes and accurately identify students that require additional support.

Universal Screening Measures Are Administered and Scored Accurately

Criteria:

- Procedures are in place to ensure the accuracy of administration and scoring of universal screening assessments.
- Procedures have been developed for data use.
- Goals are set for improvement as needed.

Educators Have Procedures for Verification of Screening Results

Criteria:

- When students are flagged as potentially needing more support through a screening process, other sources are considered: e.g., diagnostic assessments and academic benchmarks are supplemented with teacher knowledge of classroom performance on tests and assignments, previous assessment history, and knowledge of SEL, cultural, sensory, gross/fine motor, or linguistic factors that are part of the student profile.

Subcomponent 4.3: Progress Monitoring

Progress monitoring is a process of assessing students' current levels of performance as well as of improvement over time in order to evaluate the effectiveness of instruction and educational programming.

Progress monitoring in Tier 1 can include monitoring student work, teacher-made tests, and performance over time in benchmark and interim assessments.

Progress monitoring in Tiers 2 and 3 is more formal and includes standardized, well-validated measures that are highly sensitive to student growth. For example, in reading and math curriculum-based measurement probes that have multiple equivalently difficult versions are used. For behavior, targeted, well-operationalized, quantifiable data can be used such as direct behavior reports, behavior frequency counts, partial interval recording or daily behavior report cards.

Indicators and Criteria

Progress Monitoring Tools with Sufficient Validity Evidence Are Available to Educators So They Can Determine Whether or Not Students Are Receiving Sufficient Benefit from Current Instruction

Criteria:

- In core instruction (Tier 1), teachers frequently assess learning through informal and formal class assessments to inform instructional decisions.
- For students receiving supplemental and intensive intervention (Tiers 2 and 3), the district uses standardized progress monitoring tools that have sufficient evidence of reliability, fairness and validity for the intended purpose and proposed use including:
  - Cut scores that have been adequately defined and are aligned with accurate prediction of student need.
  - Measures have sufficient documented reliability and validity.
  - Measures have sufficient sensitivity to student growth over relatively short periods of time.
  - The availability of a sufficient number of equivalent forms or tasks for academic measures.
  - The availability of adequate operationalization and tracking for behavior measures.

Progress Monitoring Process Is Defined, Understood, and Followed

Criteria:

- Each of the following conditions are met for students in Tiers 2 and 3:
  - Procedures are in place to ensure administration and scoring accuracy (i.e., each student is tested in accordance with standardized procedures, scores are accurate, decision-making criteria are accurate).
  - A process is in place to administer progress-monitoring to students at least monthly for students receiving Tier 2 intervention and at least weekly for students receiving Tier 3 across academic, social, emotional, and behavioral domains.
  - Baseline data are collected and well-established goals and criteria for fluid movement across tiers are set.
  - Progress is communicated to students and caregivers as well as other designated educational staff following data privacy regulations.

Those Administering Progress Monitoring Have Been Adequately Trained and There Is a Process to Assess Accuracy of Administration and Scoring

Criteria:

- Procedures are in place to systematically monitor the fidelity of the administration of progress-monitoring assessments.
- Procedures are in place for data use.
- Goals are set for improvement as needed.

Subcomponent 4.4: Diagnostic Assessment

Diagnostic Assessments identify key skills a student needs to be successful on the current or next unit's learning goals and provide information to adapt the instructional practices and intervention program to better meet the student's individual needs. The goal of a readiness pre-assessment is to provide information to determine where students are in their current grade-level learning, and support them with where to go next. These formal and informal measures provide data concerning what obstacles are getting in the way of learning (which skills need development and what motivational enhancements are required) as well as what assets facilitate learning (which skills have been developed, what motivations can be built upon).

Indicators and Criteria

Diagnostic Assessment Procedures Are Available to Educators So They Can Determine What to Teach

Criteria:

- The district uses diagnostic assessment procedures with sufficient evidence of reliability, fairness, and validity for the intended purpose and proposed use including:

- o Consideration of potential bias on the use of the assessment tools within the district.
- o Classroom teachers are trained to think systematically about students' needs and how skills build upon each other, and the importance of practicing skills in authentic contexts.
- o Staff have access to scope and sequence for reading and math skills explicitly laid out in curricula or in drill down assessment measures (e.g., KeyPhonics, Spring Math or CORE Reading Assessments).
- o Interventionists supporting reading, math and behavior have been trained in task analysis so that they can list and order required subcomponent skills so that a clear scope and sequence of teaching and mastery measures can be developed to monitor progress on targeted skills.
- o Classroom teachers assess student learning through quick informal learning checks integrated into instruction (Informal, Formative Classroom Assessment) multiple times per hour (e.g., choral response, think-pair-share, quick writes, bell ringers, exit tickets).
- o Ecological assessment that analyzes classroom settings, curriculum scope and sequence, student understanding of lessons, instruction (e.g., clarity, engagement, feedback), and student motivation, are used in problem-solving unsatisfactory student performance.
- o Functional Behavior Assessment (FBA) templates and forms are available to those evaluating root causes of behavior.
- o Training for conducting FBA and using FBA for behavior plans are available.

Diagnostic Assessment Process Is Defined, Understood, and Followed

Criteria:

- ● Students who make inadequate progress receive additional assessment to determine skill gaps and determine strengths that can be built upon.
- ● Environmental/setting conditions are evaluated when student outcomes are unsatisfactory.
- ● Potential social, emotional and behavioral influences are considered when evaluating academic concerns.
- ● Potential academic achievement influences are considered when evaluating behavioral concerns.
- ● Results are communicated to students and caregivers as well as other designated educational staff following data privacy regulations.

Subcomponent 4.5: Outcomes Assessment for Summative Purposes

Outcomes Assessments evaluate the degree to which students learned the intended targets of instruction (i.e., attained mastery of the standards). They also measure the degree to which educational systems are positively impacting all demographics in a school population.

Indicators and Criteria

Outcomes Assessment Is Used to Assess Learning That Has Resulted from An Instruction Cycle

Criteria:

- State accountability tests (i.e., MCA, MTAS, and ACCESS) are administered according to standardized procedures, accommodations are universally followed, and such data are used at the student group level.
- Chronic absenteeism data are summarized at the end of the year for evaluation and problem-solving.
- Classroom formal assessments (e.g., end of unit tests) are aligned to standards and designed to measure skills, and application of skills, and knowledge at the rigor level defined by the standards and benchmarks.
- Interim assessments are developed collaboratively and aligned to and at the appropriate level of rigor of the learning standards and grade level benchmarks.

Outcomes Assessment Is Processed by Teams to Inform Action

Criteria:

- Building Leadership Teams schedule time to review MCA, MTAS, and ACCESS data in order to make decisions about instructional programs and instruction for the upcoming year at the student group level.
- The school communicates with families, including those from culturally and linguistically diverse backgrounds, to understand what outcomes assessment data, performance-based assessment, and classroom assessment results mean (and don't mean) for individual students.
- Teams meet to discuss and problem-solve the instructional implications of end-of-year curriculum-based measurement, classroom, and/or interim assessment data.
- High schools actively plan with students who have been typically marginalized (including culturally and linguistically diverse students) to enroll in AP and IB courses and provide support to be successful on AP and IB exams.
- Students in grades 11 and 12 are offered an opportunity to participate in a nationally recognized college entrance exam (ACT or SAT) on a school day.

Component 5: Data-Based Decision Making

Data are used to solve problems and make important decisions that impact student academic, behavior, and social- and emotional well-being. Such decisions should create a continuous cycle of systems improvement involving educator support, policy enhancement and procedural/instructional improvement. Data sources might include existing academic and demographic records, surveys, interviews, observations, program/policy/process data and fidelity data.

Subcomponent 5.1: Accessible and Integrated Data

Accessible and Integrated Data refers to a system that allows users to document and access educational data and to disaggregate data to look at information for a variety of student populations. This system allows for the discussion of the "whole child" including student academic, behavior and SEL outcomes occurring across grade levels, content areas and tiers.

Indicators and Criteria

Data System Integrates Academic, Behavioral, and Demographic Information for Analyzing Equity Questions and To Illuminate Where Support Resources Need to Be Applied

Criteria:

- Allows users to document and access individual student-level data concerning academics, behavior and social-emotional learning.
- Includes demographics data that allows for disaggregation by a variety of categories (including race, English Learner status, free and economic status, eligibility for special education and intersections of the indicated categories).
- Permits examination of data at classroom grade, and school levels to evaluate patterns regarding support needs across tiers.

Data System is Accessible to Those Who Require It for Making Educational Decisions

Criteria:

- Student data are available in a user-friendly format at the time in which they are needed to make decisions.
- A calendar exists for when data will be examined for decision making and data are available at point of use.
- The data can be displayed graphically for easy analysis.
- Parents, caregivers and (when appropriate) students have easy access to data and are provided with the knowledge of how to use these data to support student growth.

Educators and Caregivers Have a Shared Understanding of Data That are Collected and How They are Used in Decision-Making

Criteria:

- Written documents are available to educators regarding why the data they are expected to use are useful and how to use those sources.
- Educators engage in job-embedded training focused on the use of data to answer questions that may lead toward actions that are likely to result in positive outcomes.
- There is a process for setting and evaluating goals, analyzing barriers impeding progress, monitoring progress toward goals and making data-driven decisions.

Subcomponent 5.2: Educational Decision Making

Educational Decision Making is the process of using team-based problem-solving methodology to define problems, analyze root causes, design plans that address those root causes and improve results, systematically review whether a plan worked, and to correct course as needed. To be culturally responsive and ethically sound, a problem-solving approach must be conducted in collaboration with those affected by decisions. School-based teams meet the criteria specified in subcomponent 1.6.

Indicators and Criteria

Decisions Are Made by Teams Composed of People with Appropriate Expertise and Authority to Make and Carryout Effective Plans

Criteria:

- School, grade-level (and/or content/level), and individual student teams are formed and function to address Tier 1, Tier 2 and Tier 3 effectiveness.
- Teams include members (or at least input) from impacted stakeholders, or from those who represent the interests of stakeholders (e.g., caregivers of minors who are not able to advocate effectively for themselves due to age or disability).
- School leadership, teachers and related service professionals with appropriate expertise are involved in decision-making.

Problems Are Clearly Defined

Criteria:

- Across all tiers, data are used to identify the difference or gap between expected and current student outcomes relative to academic, behavior and SEL goals.

Problems Are Analyzed and Likely Root Causes Hypothesized

Criteria:

- Across all tiers, academic, behavior, and social-emotional data are used to identify and verify reasons why students are not meeting expectations (e.g., obstacles to learning: conceptual understanding, skill gaps to be addressed, curriculum alignment, opportunities to practice, frequency and quality of feedback, and student motivation).

Concrete Solutions Are Planned and Carried Out

Criteria:

- Across all tiers, specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior, and SEL expectations. Plans (instruction or intervention) are adjusted based on outcomes following implementation.

Outcomes That Result from Implementation Are Evaluated and Adjustments Are Made from That Evaluation

Criteria:

- Across all tiers, progress toward specific goals (whether academic, behavioral, or social/emotional) are evaluated and used to inform continuous improvement leading toward the desired impact.

Decision-Making Process Is Evaluated and Improved

Criteria:

- Procedures are in place to systematically monitor the degree to which established problem-solving protocols are followed and resulting plans are carried out.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

Subcomponent 5.3: System Performance

System Performance Outcomes refers to the effects of an education system (district- and school-wide) on student outcomes and the health and well-being of the district community and its unique student populations.

Indicators and Criteria

Data Are Disaggregated to Inform Equitable Decisions

Criteria:

- On a cycle that aligns with data availability and decision-making pragmatics, the district and individual schools evaluate system outcomes to discover who is and who is not adequately benefiting from the current systems of support. Systems outcomes might include data concerning:
  - Student achievement;
  - School climate/culture;
  - Community/family engagement;
  - Program, policy and process information; and/or
  - Fidelity data.

- Data disaggregation should include:
  - Racially, culturally, linguistically, and ethnically diverse populations;
  - Students with disabilities;
  - Gender;
  - Economic opportunity; and
  - Intersections therein.

Resource Are Allocated Based on Data-Based Team Decision-Making

Criteria:

- Resources for addressing barriers to the implementation of MTSS identified in Subcomponent 1.1 are allocated through a data-based problem-solving process.

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