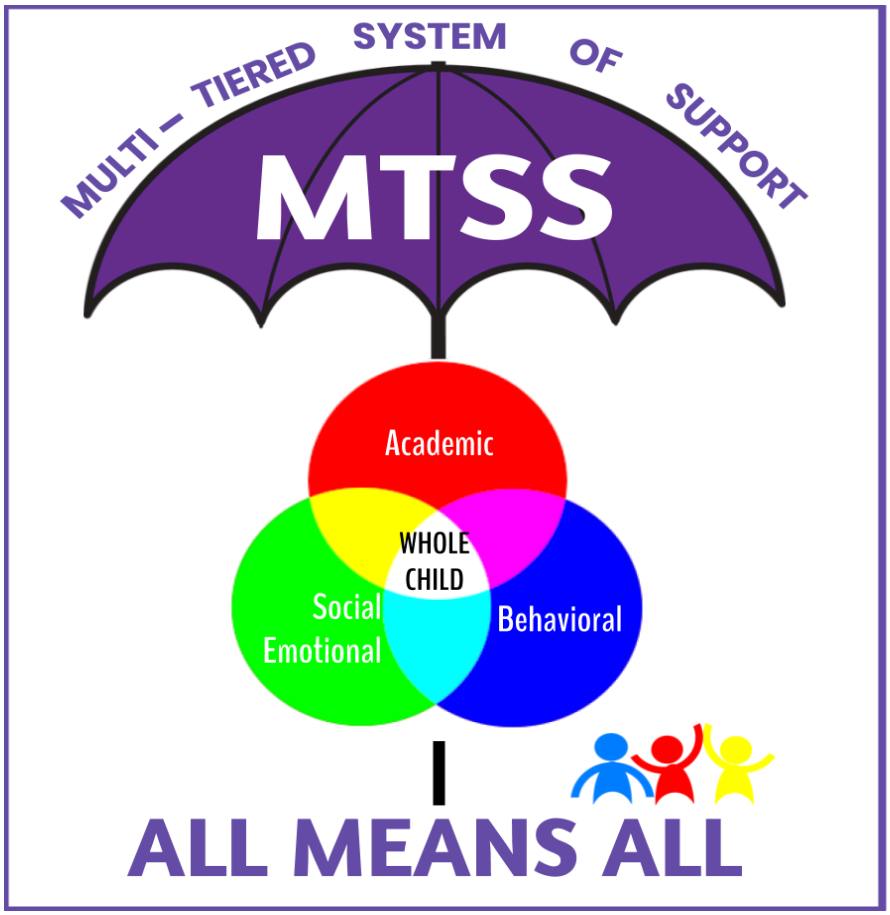
MTSS Guide

ISD 748

Multi - Tiered System of Support



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Rationale

MTSS in Sartell - St. Stephen ISD 748

Multi-Tiered System of Supports (MTSS) provides a PK-21 framework that outlines a flexible system of service delivery grounded in data-based decision making. MTSS includes multiple levels of instructional support for all students to ensure success in academics and social-emotional learning (SEL).

Three critical components of MTSS in academics and SEL:

1. Assessment of Student Performance
2. Effective Instruction and Intervention
3. Collaborative Teams using data to make instructional decisions

There are 3 tiers of support for academic and SEL in the system:

- TIER 1: All students receive effective, evidence-based differentiated core instruction.
- TIER 2: Some students receive additional instruction individually or in small groups in an identified area for intervention or enrichment in addition to core instruction.
- TIER 3: A few students receive more targeted and intensive intervention or advanced differentiation in addition to core instruction.

MTSS Goals

- Meet the academic and social-emotional needs of 100% of our students through a tiered system of support.
- Design a seamless PK-21 data-informed, decision-making process across the continuum of student academic and social-emotional learning needs.
- Create an aligned, responsive and collaborative system that is focused on student success and continuous organizational improvement.
- Use data to support staff effectiveness through professional development, resource allocation, and the use of evidence-based practices.
- Ensure continuous improvement of student achievement on local and state assessments.
- Utilization of assessment systems and data-informed problem solving to match evidence-based supports with student learning needs.
- Develop a culture where students are active participants with a focus on personal growth and individual goals.

Why MTSS?

With the goal of realizing our mission of excellence as the expected outcome for every student, we must have a comprehensive, multi-tiered system of support in place. We believe MTSS is a framework that will assist us in providing equitable experiences for all students and in eliminating our achievement gaps. We believe we have the collective skill and will to ensure every child gets what is needed to reach his or her full potential.

Sartell-St. Stephen is committed to implementing MTSS with fidelity. In striving for continuous school improvement, we understand that this will be an evolving process as we respond to the needs of our students, families, community members, and staff.

When MTSS is fully implemented…

- All students will receive instruction that aligns with their unique needs.
- All students will make one or more years of growth annually.
- All staff will deliver evidence-based instruction that aligns with the unique needs of students.
- The achievement and opportunity gaps among various student groups will be eliminated.
- All parents/families and stakeholders will be well-informed of Sartell - St. Stephen's MTSS framework.

Infrastructure and Support Mechanisms

This section describes the knowledge, resources, and organizational structures necessary to operationalize all MTSS core components in order to achieve our goals.

Prevention Focus

All ISD 748 staff and families have a shared understanding that the MTSS framework is a continuous improvement and prevention framework. We acknowledge that for decades schools across the nation have not sufficiently, adequately and/or effectively served all students in the public school system. ISD 748's adoption of an MTSS framework is intended to ensure school success for all students, and prevent students, including students with disabilities, from experiencing educational deficits. The ISD 748 community believes that all students can learn and thus we take every stride to ensure that prevention is embedded in every component and dimension of ISD 748 policies and practices.

Leadership

Active leadership is one of the primary drivers in implementing a successful and sustainable MTSS framework. Leadership is required to align resources and professional learning with needs in the district and school buildings. Leaders are also responsible for establishing a vision and helping staff to develop capacity and to understand the purpose of our work. Instructional leaders at ISD 748 have made MTSS a priority, which is further exemplified by the fact that roles and responsibilities are explicitly aligned with the implementation and evaluation of ISD 748's MTSS framework. As new innovations are adopted, it is the role of leaders to consider and communicate how such innovations relate to the MTSS framework.

Leadership Personnel

The District wide implementation of MTSS is a priority of the Superintendent. The District MTSS leadership team is led by the Assistant Superintendent. Team members consist of superintendent, assistant superintendent, building principals, assistant principals, instructional coaches, district special education coordinator, and district assessment coordinator. The District leadership team meets regularly to review implementation efforts and monitor progress toward short and long-term goals. As such, the purpose of the District MTSS leadership team is to ensure that infrastructure supports are in place and that resources have been allocated appropriately to facilitate successful implementation and ensure optimal student outcomes.

Each school building has an MTSS team that is led by a building administrator. Building leaders facilitate implementation efforts by ensuring that resources are allocated and used effectively. MTSS building teams meet monthly to review instructional practices and student data to support implementation efforts and ensure optimal student outcomes. Team members typically include school administrators, teachers from multiple grades and disciplines , school counselor/social worker, and school psychologist. School psychologists may serve in an advisory capacity depending on availability.

Multi-Tiered Instruction

Sartell-St. Stephen uses a three-tiered framework to support student success. The purpose of a multi-tiered framework ensures efficient and effective delivery of instruction and resources matched to student needs. This section is dedicated to defining the features of each instructional tier.

Tier 1: Universal Instruction

Tier 1 is universal or core instruction that is provided to all students in general education. Universal instruction consists of both academic and social emotional learning.

Tier 1 Defining Features

- Instruction for all students
- Standards-aligned curriculum and differentiated instruction are essential in meeting the broad spectrum of student needs
- Instruction demonstrates effectiveness for 80% or more of students.

Sartell-St. Stephen emphasizes standards-based instruction as the defining feature of comprehensive and rigorous instruction. Priority standards have been identified from MN and National Academic Standards. Social Emotional Learning Standards are utilized to support common expectations and instruction district-wide. The scope and sequence of these standards for PK-12 are outlined in the District Schoology Curriculum and Assessment group.

Priority standards communicate to staff, students and families the skills and learning content Sartell-St. Stephen students are expected to master by the end of each school year. Although other standards may be integrated throughout the school year, priority standards will drive instructional planning to ensure that students achieve these essential skills.

- Elementary Priority Standards
    - Early Childhood Indicators of Progress (ECIP)
    - Social Studies
    - Science
    - Mathematics
    - English Language Arts
        - Kindergarten
        - Grade 1
        - Grade 2
        - Grade 3
        - Grade 4
        - Grade 5
    - Physical Education
    - Visual Art & Music

- Middle School Priority Standards

- High School Priority Standards

Achieving Mastery

Our goal is for all students to achieve mastery on priority standards in every content area, in every classroom. Mastery is not synonymous with "covering" curriculum. It is about ensuring that students demonstrate proficiency on priority standards. To assist school teams in promoting the success of Sartell-St. Stephen students, curricular materials and resources have been identified and vetted as tools to support lesson planning and the delivery of rigorous instruction.

Additional Resource: IMET (Achieve the Core: Instructional Materials Evaluation Tool)

Teaching and Learning Essential Questions

All school communities and classrooms consist of diverse and varied learners. Students enter school communities with different lived experiences, interests, and content knowledge, which can impact how they learn best. To ensure that all students achieve priority standards and that the needs of students are met at Tier 1, teachers engage in a cycle of inquiry to inform instructional practices and planning. Four teaching and learning essential questions (see image above) guide teachers in determining how best to optimize instructional practices. Teaching and learning questions facilitate proactive instructional planning and complement the MTSS Problem Solving Model.

To meet the learning needs of students, teachers implement a variety of instructional practices. Below are several key instructional practices used to promote student success at Tier 1.

Classwide Intervention

Classwide interventions are instructional programs implemented when fewer than 80% of students met standards and/or fewer than 95% maintained grade level performance on any assessment. This indicates that a number of students in the classroom are missing the skill and all students would benefit from additional instruction. The most effective and efficient method to ensure that students acquire the necessary skills is to implement a classwide intervention. Hence, classwide interventions are delivered to the entire class with instruction focused on prerequisite skills (prior grades or prior units). These interventions are implemented in addition to the core curriculum to support and reinforce skills that all students need in order to continue adequate progress on grade level standards. Classwide interventions may consist of commercialized instructional programs focused on teaching prerequisite skills, or teachers can construct an instructional program by combining various evidence-based instructional strategies to teach prerequisite skills.

The following are critical elements of classwide interventions: (1) skill deficits are identified using data (e.g., universal screening, summative/formative unit assessments), (2) skills taught are targeted, (3) instruction is explicit and direct, and (4) student progress is monitored.

Scaffolding

Scaffolding consists of teachers actively facilitating learning by systematically developing students' understanding and mastery of a skill. Concepts and tasks are usually segmented into smaller blocks that build upon one another and instructional aids are provided (e.g., advanced organizers, glossary, modeling) to support learning. Scaffolding is often used when introducing new learning or when students require additional assistance to master the skill. As students master the skill, the supports are slowly faded or gradually removed to promote students' independence. Teachers engage in three common approaches to scaffolding:

1. Content scaffolding- teacher carefully selects what content and how the content is delivered.
2. Task scaffolding- teacher provides temporary support by verbalizing and modeling specific steps in completing a task or acquiring a strategy.
3. Material scaffolding- teacher provides temporary tangible, visual aids or cues to help students perform the task or acquire the skill in order to demonstrate their knowledge**.**

Differentiation

Differentiation is an instructional practice that provides multiple avenues and modes for students to acquire skills and demonstrate their learning. This can include reteaching and advanced differentiation to both small and whole group. There are four classroom elements teachers differentiate to maximize student learning:

1. Content- the knowledge and skills students need to master and how to access learning content.
2. Process- the learning experiences students engage in to master the content and how they understand and own the knowledge they acquire.
3. Products- the method students use to demonstrate what they know and are able to perform.
4. Learning environment- the visible and invisible structures of how the classroom feels and functions.

Sartell-St. Stephen teachers adjust and vary the curriculum within these four elements to ensure that students requiring more help feel supported, and students who have demonstrated grade level proficiency are challenged. Students exceeding grade level standards are provided advanced differentiation that may include extension and enrichment activities, or flexible groupings.

Accommodations

Accommodations are adaptations that are implemented when the instructional environment or learning task comprises barriers hindering students from fully accessing the curriculum and/or demonstrating their knowledge. Accommodations increase access to how students learn and engage the curriculum without altering rigor. Particularly for students with disabilities who are on individualized education plans (IEP) or 504 Plans, accommodations alleviate challenges students are presented with given their disabilities. Hence, accommodations promote access to how students learn and engage the curriculum without altering rigor.

	What is it?	Examples of how this might look in the classroom
Classwide Intervention	Instructional programs delivered to the entire class with instruction focused on standards and skills students should have already mastered.	● Providing a reading comprehension intervention to all students in block 3 of 9th grade English 9. ● Providing a self-regulation intervention to a 4th grade classroom.
Scaffolding	Segmenting learning tasks into smaller blocks and providing temporary instructional aids.	● Content: Starting with easy and familiar concepts and building to complex concepts ● Task: Think-aloud modeling to teach metacognitive skills ● Material: Use of story maps to teach about story elements
Differentiated Instruction	Instruction that offers multiple avenues and modes for students to acquire skills and demonstrate their learning.	● Content: Varying the vocabulary used to prompt students' engagement in depth of knowledge level 4 questions ● Process: Students completing assignments at their own pace with structured check-in points ● Products: Offering students different modes for final exams (e.g., written exam, developing a game, or oral presentation) ● Learning environment: Structuring different spaces for students to study/read independently
Accommodations	Adaptations that increase access to how students learn and engage the curriculum without altering rigor.	● Pairing visuals with step-by-step instructions ● Providing preferential seating ● Using a classroom microphone so that voices can be projected without straining ● Teacher provided notes for a lesson ● Using Text to Speech software or applications to access print materials

Tier 2: Supplemental Instruction

Tier 2 instruction is provided individually or in small groups in an identified area for intervention or advanced differentiation in addition to core instruction (i.e., students at-risk) and for which Tier 1 instruction has been shown to be ineffective in addressing their needs. In an MTSS framework, approximately 10%-15% of students may require this level of instruction to support their school success because their needs are beyond the resources that Tier 1 can effectively and adequately address. This additional instruction may be provided in the general education classroom or an alternate setting. Refer to Determining Responsiveness to Tiered Instruction for when and how movement between tiers of instruction are determined.

Students Performing Below Grade Level Standards

Tier 2 instruction is provided to prevent students from falling further behind grade level standards, hence, its purpose is to remediate skill deficits. Tier 2 instruction is supplemental and is provided in addition to the core curriculum. Supplemental instruction is provided as an intervention for a specific/targeted skill in the area of academic and/or social emotional learning**.** Sartell-St. Stephen uses the standard treatment protocol (STP) to deliver supplemental instruction. STP is an approach to selecting and implementing interventions. In the STP approach, student needs are matched to established evidence-based interventions. Therefore, these interventions have been repeatedly demonstrated through rigorous research to improve students' success in the specific skill area. Tier 2 interventions consist of standardized procedures and require training prior to implementation. The use of evidence-based interventions with standardized procedures and training are crucial components of Tier 2 instruction; it increases the accuracy of intervention implementation so that when students are unresponsive to Tier 2 instruction accompanied with proper levels of fidelity of implementation, poor quality instruction can be ruled out as a factor contributing to a student's lack of progress.

Students Requiring Advanced Differentiation

Tier 2 instruction is provided to students performing above grade level standards and for which Tier 1 instruction does not meet all of their needs. Tier 2 instruction is provided to support student's learning with a goal of advancing skills. Students receive advanced differentiation in a variety of ways including: subject specific, AP classes, College in Schools classes, advanced differentiation opportunities, elective offerings, etc. Review the Tier 2 & 3 Companion Guide for identification criteria and programming details.

Instructional Planning for Tier 2

School teams use universal, diagnostic and other formative data to identify students who need Tier 2 support, and to identify the specific skill areas students are missing (e.g., reading fluency, number sense, self-awareness). Staff who will be implementing an intervention will receive necessary professional development. Instruction will be provided by classroom teachers, intervention specialists and paraprofessionals as is appropriate to the intervention. If students' classroom teachers are not implementing Tier 2 instruction, collaborative planning and data reviews between the classroom teacher and interventionist are necessary to ensure that skills selected for Tier 2 instruction complement and are reinforced during Tier 1 instruction.

Supplemental instruction is typically delivered in small homogenous groups since several students are likely to have similar skill deficits and the same intervention can be used to improve their skills. Group sizes at the elementary level should be restricted to fewer than 8 students. Group sizes at the middle and secondary level should be restricted to fewer than 15 students. The duration and frequency of implementing Tier 2 instruction is dependent on the specific intervention and students' needs. In general, Tier 2 interventions are implemented for a minimum of three times per week for at least 30 minutes for each session. How long an instructional program is implemented is based on student needs and the particular intervention program. Generally, interventions should be implemented for 6-12 weeks in order to collect sufficient data (refer to MTSS Problem-Solving Model). The

recommended duration, frequency and length of implementation increases the probability that students are receiving adequate intervention dosages to impact their learning and improve their skills. Proper levels of fidelity of implementation pertaining to length of time, duration and frequency help to rule out insufficient practice and opportunities to learn as factors contributing to students' lack of progress when intervention data indicate unresponsiveness to a Tier 2 intervention.

Progress monitoring increases in frequency for Tier 2 instruction. A schedule for progress monitoring, fidelity checks and the staff responsible for collecting the data should be developed as part of the instructional planning process. Instructional plans should also include data review meetings that occur on a frequent basis (i.e., at least every 2 weeks). Refer to the Tier 2 Intervention Structures folder to find information regarding the interventions available and supporting planning or the progress monitoring chart regarding how frequent progress monitoring should be collected.

Tier 3: Intensive Instruction

Tier 3 instruction is provided individually or in small groups in an identified area for intervention or advanced differentiation in addition to core instruction and/or for which Tier 2 instruction has been shown to be inadequate in addressing their needs. In an MTSS framework, approximately 5%-10% of students may require this level of instruction to support their school success because their needs are beyond the resources that Tier 1 and Tier 2 can effectively and adequately address. This additional instruction is usually provided in an alternate setting. Tier 3 instruction can be provided in conjunction with Tier 1 instruction or in place of Tier 1 instruction— this decision is made on a case-by-case basis depending on a student's needs. Tier 3 interventions are evidence-based and are determined by the specific need the student demonstrates. Refer to Determining Responsiveness to Tiered Instruction for when and how movement between tiers of instruction are determined.

Students Performing Below Grade Level Standards

Tier 3 instruction is a focus on individual student needs that is provided to students at-risk of not meeting grade level standards and for which Tier 2 instruction has been shown to be ineffective in addressing their needs. Tier 3 instruction is provided to prevent students from falling further behind grade level standards, and indicates that skill deficits are severe and persistent. Therefore, these students require intensive and explicit instruction in order to address skill deficits and facilitate adequate progress on grade level standards. Special Education services are considered Tier 3.

Students Requiring Advanced Differentiation

Tier 3 instruction is provided to students performing above grade level standards and for which Tier 1 and/Tier 2 instruction does not meet all of their needs. Tier 3 instruction is provided to support student's learning with a goal of advancing skills. Students receive advanced differentiation in a variety of ways including: subject specific, AP classes, College in Schools classes, advanced differentiation opportunities, elective offerings, etc. Refer to the Tier 2 & 3 Companion Guide for identification criteria and programming details.

Instructional Planning for Tier 3

Tier 2 data, diagnostic data and other formative data are used to identify the student's specific needs and specific skills that require remediation at Tier 3. Highly trained instructors such as the classroom teacher, intervention specialist, academic extension teacher or special education teacher deliver Tier 3 instruction. If students' classroom teachers are not implementing Tier 3 instruction, collaborative planning and data reviews between the classroom teacher and specialized interventionist are necessary to ensure that intervention skills are reinforced during Tier 1 instruction and to ensure the student's progress.

Once specific skills are identified, school teams develop a tailored intervention program (1) using validated and evidence-based instructional practices that address hypothesized reasons for why the student is continuing to struggle, and (2) using strategies that have shown to effectively promote the identified needs/skills. Intervention data are frequently reviewed, which may result in intermittent modifications to the intervention program based on the students' response to the intervention. When intervention changes are needed, it is best that only a few modifications are changed at one time and that teams allow adequate time to observe how the student responds to the new changes. Taking this systematic approach of tailoring an individualized intervention program and making incremental changes based on the student's response to the intervention allows school teams to pinpoint intervention components that are working. It is recommended that intervention procedures are written or scripted to make certain that the intervention is implemented accurately and consistently across intervention sessions.

Tier 3 instruction is typically delivered in small homogenous groups. Group size is aligned to the STP when stipulated. In general, Tier 3 interventions are generally implemented three to five times per week for at least 30 minutes to an hour for each session. Generally, interventions should be implemented for six to twelve weeks in order to collect sufficient data (refer to MTSS Problem Solving Model). The recommended duration, frequency and length of implementation increases the probability that students receive the adequate intervention dosage to impact their learning and improve their skills. Proper levels of fidelity of implementation pertaining to duration and frequency rule out insufficient practice and opportunities to learn as factors contributing to students' lack of progress when intervention data indicate unresponsiveness to a Tier 3 intervention.

Progress monitoring increases in frequency for Tier 3 instruction. A schedule for progress monitoring, fidelity checks and the staff responsible for collecting the data should be developed as part of the instructional planning process. Instructional plans should also include data review meetings that occur on a frequent basis (i.e., at least weekly). Refer to the Tier 3 Intervention structure or the progress monitoring chart regarding how frequent progress monitoring should be collected.

- 23-24 ORELC Intervention Structure
- 23-24 PMPS Intervention Structure
- 23-24 RIS Intervention Structure
- 23-24 SMS Intervention Structure

Assessments

There are four purposes of assessment: screening, diagnostic, progress monitoring, and systems outcome evaluation. This section describes the purpose of assessments, in addition to describing the assessments used to inform data-based decision making. When selecting assessments, Sartell-St. Stephen evaluated four key features: reliability, validity, classification accuracy, and cultural appropriateness.

Reliability

Reliability refers to consistency across time, raters, items, and alternate forms. Assessments had to be reliable such that scores from students who are administered similar versions of the assessment under similar conditions should be comparable and not vary widely.

Validity

For an assessment to be valid, it must measure the skill domain it is designed to measure, be correlated to other valid measures in the same content area, and predict future performance on like-assessments. For example, students scoring at grade level on a math achievement assessment should also score at grade level on an end-of-year state math assessment.

Classification Accuracy

Classification accuracy refers to an assessment's ability to distinguish, with a high degree of precision, students who are meeting grade level standards from students falling behind grade level standards. For example, the percentage of students classified on a math universal screener as low risk of meeting standards should not vary significantly from the percentage of students who meet proficiency on the end-of-year state math assessment.

Culturally Appropriateness

Assessments are not designed to be culturally sensitive, however, instilling responsible practices can facilitate qualities of cultural appropriateness in the use of an assessment. In Sartell-St. Stephen, we have carefully selected assessments that use norming samples representative of our students and families. We offer assessments in English and the native language of instruction when possible. Our Learning Services Department determines local norms so that benchmarks used to identify students for additional services take into consideration the background of our student population and rigorous state standards. Whenever appropriate, we use both teacher and student ratings to gain a fuller understanding of students' learning experiences.

Universal Screening

The purpose of universal screening is to take a quick and timely evaluation of how students are performing compared to grade level standards. Screening assessments serve two purposes: (1) screeners help staff to identify which students are meeting, exceeding, or performing below grade-level expectations in the domain of interest (e.g., reading, math, social-emotional), and (2) screeners provide information about the sufficiency of core instruction.

As such, screeners help Sartell-St. Stephen to proactively identify which students may be in need of additional supports to keep up with grade level standards or to provide advanced differentiation to further accelerate learning. Without screening, all students who may need additional support are unlikely to be identified. Screening data should not be used to make important decisions in isolation. Decisions should be supported by at least two other data sources such as classroom observations, state assessments, classroom work samples, or progress monitoring data. At Sartell-St. Stephen, universal screeners are brief and administered to all students, grades kindergarten through grade 8, three times per year during the fall, winter, and spring using Fastbridge.

Screening Tools

FastBridge Early Reading Composite: (K-1) This screening tool is given to individual students by trained teachers to determine early literacy skills crucial to the success of beginning readers. Each subtest is weighted based on the importance of the skill at the determined time.

FastBridge Oral Reading Fluency: (1-8) This screening tool is given to individual students by trained teachers. Oral Reading Fluency is a strong predictor of reading achievement.

FastBridge aReading: (1-8) This screening tool is given to students in a classroom setting using technology and facilitated by the classroom teacher. This assessment tests a breadth of reading skills appropriate to each grade level mainly in the areas of comprehension and vocabulary.

FastBridge aMath: (1-8) This screening tool is given to students in a classroom setting using technology and facilitated by the classroom teacher. This assessment tests a breadth of broad math skills appropriate to each grade level.

Teaching Strategies Gold: (Pre-K) This tool is utilized in our Early Childhood and Preschool program twice per year, winter and spring. TS Gold is a tool that gathers and organizes meaningful data quickly, including online portfolios where children's work can be stored to create a developmental profile of each child that answers the questions, "What does this child know? What is he or she able to do?" TS Gold helps teachers understand how instructional observations relate to important objectives for development and learning and they use that understanding to scaffold each child's learning. Teachers use the data to determine if a child is making progress and compare the child's knowledge, skills, and behaviors to those of most children of his or her age or class/group. TS Gold data assists teachers in recognizing children who might benefit from special help, screening, or further evaluation. Teachers generate comprehensive reports that are shared with family members and other stakeholders.

For grades 6th-8th grade, Sartell-St. Stephen uses the Skyward Early Warning System (EWS). This universal screener helps keep students on track to graduation and career and college readiness. Sartell-St. Stephen uses eight indicators in the broad areas of academic achievement (e.g., state assessments, course performance, credits) attendance (e.g., absences), discipline data (e.g., office referrals, suspensions) and school engagement (e.g., extracurriculars) to monitor student progress toward career and college readiness and monitors students at risk of not graduating on time. These indicators are well-established in research and have been locally validated with Sartell-St. Stephen's student population. Multi-indicator screeners such as the Skyward EWS help to provide a comprehensive understanding of middle school students' needs by taking into account academic standards and the complex demands of the middle school environment.

Early Warning System at SMS Chart

For grades 9th-12th grade, Sartell-St. Stephen uses the Skyward Early Warning System (EWS). This universal screener helps keep students on track to graduation and career and college readiness. Sartell-St. Stephen uses eight indicators in the broad areas of academic achievement (e.g., state assessments, course performance, credits) attendance (e.g., absences), discipline data (e.g., office referrals, suspensions) and school engagement (e.g., extracurriculars) to monitor student progress toward career and college readiness and monitors students at risk of not graduating on time. These indicators are well-established in research and have been locally validated with Sartell-St. Stephen's student population. Multi-indicator screeners such as the Skyward EWS help to provide a comprehensive understanding of high school students' needs by taking into account academic standards and the complex demands of the high school environment.

Early Warning System at SHS

Social Emotional Screeners

The SAEBRS and MY SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades PK through 8 and select populations at the High School. Behavior and academic success are intimately connected and need to be addressed together. The SAEBRS is grounded in this conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS may be used to evaluate students' overall general behavior and determine students' risk for specific behavior using the SAEBRS Behavior Risk Categories.

SAEBRS Behavior Risk Categories:

- *Risk for Social Behavior Problems*: Student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.
- *Risk for Academic Behavior Problems*: Student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
- *Risk for Emotional Behavior Problems*: Student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

Universal Screening Assessments

	Fall	Winter	Spring
Pre-K	• SAEBRS	• TS Gold • SAEBRS	• TS Gold • SAEBRS
Kdg	• Early Reading ◦ Concepts of Print ◦ Onsets of Sounds ◦ Letter Names ◦ Letter Sounds • Early Math ◦ Match Quantity ◦ Numeral Identification ◦ Number Sequence • SAEBRS	• Early Reading ◦ Onset Sounds ◦ Letter Sounds ◦ Word Segmenting ◦ Nonsense Words • Early Math ◦ Decomposing ◦ Numeral Identification ◦ Number Sequence • SAEBRS	• Early Reading ◦ Letter Sounds ◦ Word Segmenting ◦ Nonsense Words ◦ Sight Words • Early Math ◦ Decomposing ◦ Numeral Identification ◦ Number Sequence • SAEBRS
1st	• Early Reading ◦ Word Segmenting ◦ Nonsense Words ◦ Sight Words ◦ Sentence Reading • Early Math ◦ Decomposing ◦ Numeral Identification ◦ Number Sequence • SAEBRS	• Early Reading ◦ Word Segmenting ◦ Nonsense Words ◦ Sight Words ◦ R-CBM • Early Math ◦ Decomposing ◦ Place Value ◦ Number Sequence • SAEBRS	• Early Reading ◦ Word Segmenting ◦ Nonsense Words ◦ Sight Words ◦ R-CBM • Early Math ◦ Decomposing ◦ Place Value ◦ Story Problem • SAEBRS
2nd	• aReading • R-CBM • FastTrack Math / aMath • SAEBRS	• aReading • R-CBM • FastTrack Math / aMath • SAEBRS	• aReading • R-CBM • FastTrack Math / aMath • SAEBRS
3rd	• aReading • R-CBM • FastTrack Math / aMath	• aReading • R-CBM • FastTrack Math / aMath	• aReading • R-CBM • FastTrack Math / aMath

	• SAEBRS/My SAEBRS	• SAEBRS/My SAEBRS	• SAEBRS/My SAEBRS
4th	• FastTrack Rdg / aReading • R-CBM • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM • FastTrack Math / aMath • SAEBRS/My SAEBRS
5th	• FastTrack Rdg / aReading • R-CBM • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM • FastTrack Math / aMath • SAEBRS/My SAEBRS
6th	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS
7th	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math/ aMath • SAEBRS/My SAEBRS
8th	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS
9-12 **Selected Populations**	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS	• FastTrack Rdg / aReading • R-CBM* • FastTrack Math / aMath • SAEBRS/My SAEBRS
Only for students below 40th %tile on aReading, who have a Rdg/Fluency IEP Goal, or who've been placed in a remedial course + (if at or above 95th%tile on the Number Sequence Subtest) + (if at or above 95th%tile on the Spring Early Rdg Composite)			

More information can be found in the 2023-24 Comprehensive Assessment Guide.

Diagnostic Assessments

The purpose of diagnostic assessments is to determine students' instructional needs such as their current knowledge, strengths, misconceptions and skill gaps. Diagnostic assessments can also be used to identify curriculum, instructional, or environmental needs.

Reading	**Elementary** Fountas & Pinnell PRESS Spelling Inventory Barton Screener Woodcock Johnson (Special Education) BSED Dyslexia Screener PAR (Protocol for Accommodations in Reading) - Grades 3-5	**Middle** Fountas & Pinnell QRI-5 Spelling Inventory Language Live Woodcock Johnson (Special Education) PAR (Protocol for Accommodations in Reading)	**High School** Woodcock Johnson (Special Education) Language! (Special Education) PAR (Protocol for Accommodations in Reading)
Math	**Elementary** Curriculum Based Measure Automaticity Process Concepts and Applications MobyMax	**Middle** Unit Pre and Post Tests IXL Curriculum Based Measure Automaticity Process Concepts and Applications	**High School** Aleks: Knowledge Checks IXL Curriculum Based Measure Automaticity Process Concepts and Applications
Social-Emotional	Elementary Organization Depression Checklists Anxiety Checklists Functional Behavior Assessment	Secondary Organization Checklist Depression Checklists Anxiety Checklists Functional Behavior Assessment	Secondary Organization Checklist Depression Checklists Anxiety Checklists Functional Behavior Assessment

Diagnostic assessments are used when existing student data do not provide sufficient information to target instructional programming. Diagnostic measures may be administered to help guide instructional grouping and to identify skill gaps that may need reteaching or additional practice. The data will be used to support core instructional planning for small groups, identify deficient skills for targeted interventions, and to support advanced differentiation.

Progress Monitoring

Progress Monitoring Process & Tools

The purpose of progress monitoring is to provide continuous and timely data on students' response to instruction. The data allows teachers to adjust instruction according to the needs of students and evaluate the effectiveness or success of an instructional program. Sartell-St. Stephen uses the aforementioned universal screeners to progress monitor students who are performing at or exceeding grade level standards.

Progress monitoring is conducted across all three tiers of instruction. The frequency in which students are monitored are based on the intensity of their needs. Students receiving Tier 2 and 3 (which may include special education services) are monitored more frequently so that instructional changes can be made promptly when instructional strategies are inadequate at promoting students' growth. This allows teams to be responsive to students' needs, rather than waiting for students to fail for an extensive time. Students performing at or exceeding grade level standards need only to be monitored periodically since their grade-level performance indicates that current instructional programming is effectively meeting their needs.

The FastBridge Progress Monitoring Suite is used to monitor students receiving targeted and intensive interventions. FastBridge progress monitoring measures are established in principles of curriculum-based assessments, which has repeatedly demonstrated strong evidence in supporting accurate instructional decision-making and programming.

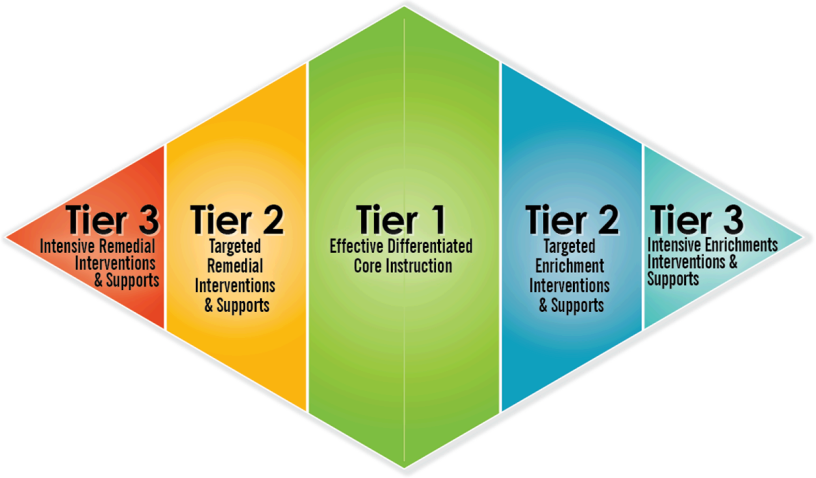
	Tier 1	Tier 2	Tier 3
Type of progress monitoring	Universal Screening ● TS Gold ● FastBridge Literacy and Math ● Skyward EWS ● SEL	Strategic Monitoring ● Fastbridge ● Attendance data ● Daily behavior point sheets	Intensive Monitoring ● Fastbridge ● ALEKS ● Attendance data ● Daily behavior point sheets ● Self-Assessment
Who gets it?	All students	Students receiving tier 2 support or those identified as at-risk	Students receiving tier 3 support or those identified as at-risk, students receiving special education service
Frequency	3 times per year	At minimum, 2 times per month	At minimum, weekly

System Outcome Evaluation

Another purpose of assessment is to conduct system outcome evaluations. System outcome evaluations are used to understand the success of instructional programs, supplemental services and specific practices at each Tier (Tiers 1, 2, and 3) or on a full scale. Data from system outcome evaluations are used to inform: (1) the allocation of resources, thus allowing Sartell-St. Stephen to be responsive to the needs of each school community; (2) monitor our progress toward District goals; (3) actively engage in continuous improvement by using the information to continuously inform instruction.

Data are evaluated at the district, building, grade and class level. To evaluate the success of Sartell-St. Stephen system supports, student outcome data are gathered from various sources (e.g., universal screening data, MN Comprehensive Assessment data, progress monitoring data, EWS, MN Student Survey, etc.) in identifying potential gaps in support and understanding the specific and unique needs of student groups.

Data Based Decision Making



This section describes data-based decision-making processes used to inform instruction within the MTSS framework which may include system outcome evaluation, movement within the multi-tiered system and disability identification (in accordance with federal and state laws). Additionally, data are used to develop effective plans and supportive systems in order to engage students, prevent disparities, and provide optimal educational opportunities to all students. These processes involve clear, established rules, and are based upon validated methods to ensure the integrity of the process.

District 748 Data Systems

Skyward is Sartell-St. Stephen's student information and data warehouse used for administrative services (i.e., enrollment, attendance, discipline documentation, health management), curriculum and instruction purposes (i.e., course cataloging, scheduling, transcripts, and grading) and reporting and data visualization. Skyward houses all individual student learning plans, which school teams use to document learning goals, record intervention data (i.e., progress monitoring data) and analyze and graph student data (i.e., universal screening data).

ViewPoint is used for reporting and data visualizations at a high level (i.e., district level) and drill down to the individual student-level. All relevant student data pertaining to standardized assessments are displayed and available in ViewPoint regardless of which database the data was originally entered into or stored.

Fastbridge provides progress monitoring results along with some specific student and classwide data including growth reports, individual skills reports, and screening to intervention reports, etc.

Decision Making Process: MTSS Problem Solving Model

Sartell-St. Stephen uses the Problem Solving Model (PSM), a structured process that guides decision-making. PSM employs five essential steps to help determine student needs and improve student outcomes. The five steps are cyclical, helping teams to engage in continuous school improvement as data are collected, and plans are monitored, refined and evaluated.

Five Step Problem Solving Model

1. Identifying the problem and objectives to be attained.
   What is the discrepancy between what is expected and what is occurring?
2. Identifying possible reasons why the problem is occurring.
   Why is the problem occurring?
3. Developing a plan for and implementing evidence-based strategies to address the problem.
   What are we going to do about the problem?
4. Implementing and monitoring the plan and student progress.
   How will intervention/program integrity be ensured?
5. Evaluating the effectiveness of the plan and adjusting accordingly.
   How do we know our plan is working?

Essential Problem Solving Questions at each Tier

The chart below outlines essential questions teams ask as they identify student needs.

PSM Steps	Tier 1	Tier 2	Tier 3
Problem Identification	Is the core program sufficient?	For which students is the core program not sufficient and why?	For which students is the core program not sufficient and why?
Problem Analysis	If the core program is not sufficient, why is it not?	What specific supplemental and targeted instruction is needed?	What specific supplemental and intensive instruction is needed?
Plan Development	How will the needs identified in the core be addressed?	How will supplemental instruction be delivered?	How will supplemental and intensive instruction be delivered?
Plan Implementation	How will the effectiveness and efficiency of the core be monitored over time?	How will the effectiveness of supplemental instruction be monitored?	How will the effectiveness of supplemental and intensive instruction be monitored?

	Has improvement to the core been effective?	Which students need to move to a different level of instruction?	Which students need to move to a different level of instruction?

Determining Responsiveness to Tiered Instruction

ISD 748 uses a dual discrepancy (DD) approach for decision-making when determining responsiveness to tiered instruction. Some may view the DD approach as a conservative approach in establishing decision-making criteria when identifying progress and intensifying instruction. However, the DD approach is advantageous because it affords making decisions based on understanding students' responsiveness to instruction by considering performance at a single point in time (i.e., universal screening, benchmark cut-off) and performance over time (i.e., growth). Considering grade level expectations and growth provides a fuller picture of students' response to instruction in addition to providing multiple indices to determine if gains made by students are educationally meaningful. All decisions made regarding students' responsiveness to tiered instruction should be documented in the Skyward Early Warning System.

The following sections illustrate the problem solving process teams take to determine responsiveness to tiered instruction and the general action steps that may be pursued. For detailed step-by-step guidance, data review protocols are available in the District Schoology MTSS Resource Group. Teams can find grade level benchmarks and growth targets in the Comprehensive Assessment Guide.

Determining Responsiveness at Tier 1

Step 1: As part of data review meetings, teams review universal screening data to understand the composition of students at the different risk levels and their level of growth.

ISD 748 Matrix for Determining the Percentage of Students Performing at Each Risk Level by Growth Categories

		Growth Categories			
		Flat Growth	**Modest Growth**	**Typical Growth**	**Aggressive Growth**
Risk Level	**Low Risk**	% of students	% of students	% of students	% of students
	Moderate Risk	% of students	% of students	% of students	% of students
	Some Risk	% of students	% of students	% of students	% of students
	High Risk	% of students	% of students	% of students	% of students

Step 2: Teams walk through the Problem Solving Model (PSM) with their data.

PSM Steps	Tier 1	Team Action Steps
	Is the core program sufficient?	Screening data is reviewed in conjunction with other school-wide data to determine if 80% or more of students met grade level standards (i.e., identified as low risk), AND if 95% or more students maintained grade level performance from the previous screening period. MET: If 80% or more students met standards and 95% maintained grade level performance, identify **students performing in the some risk and high risk levels** for further review and potential intensified instruction (Skip to Determining Responsiveness at Tier 2 and 3). Continue Tier 1 standards-based instruction and practices (i.e. Teaching and Learning Essential Questions). Tailor instructional programming to accommodate for students' risk level and growth categories.
		NOT MET: If fewer than 80% of students met standards and/or fewer than 95% maintained grade level performance from the previous screening period, conduct a class-wide intervention; move to the next step of the problem solving model.
	If the core program is not sufficient, why is it not?	**NOT MET:** If fewer than 80% of students met standards and/or fewer than 95% maintained grade level performance from the previous screening period, conduct a class-wide intervention. Identify classwide needs using assessment data and priority standards. *Resources to consider:* - *FASTBridge* - *Common Unit Assessments* - *PBIS*
	How will the needs identified in the core be addressed?	Identify an evidence-based classwide intervention aligned to needs. Develop goals. Document and standardize intervention procedures to ensure consistent implementation.

	How will the effectiveness and efficiency of the core be monitored over time?	Identify students in **the some risk and high risk levels** and conduct progress monitoring aligned with the classwide intervention. Implement the classwide intervention for 4-6 weeks for at least 10 minutes. The intervention is implemented in addition to core instruction.
	Have improvements to the core been effective?	Review fidelity data, and screening data of the subsequent screening period and other formative assessments. Review progress monitoring data of **students performing in the some risk and high risk levels** and compare to growth targets and grade level expectations. See Plan Evaluation for Tier 2 and 3 Instruction section for detailed steps in determining intervention effectiveness for students identified as at risk. Repeat the cycle as necessary.

Determining Responsiveness at Tier 2 and 3

Step 1: Teams walk through the Problem Solving Model to understand the needs and develop a plan for students performing in **the some risk and high risk levels**.

PSM Steps	Tier 2 & 3	Team Action Steps
	For which students is the core program not sufficient and why?	When data indicate that 80% or more of students met grade level standards, AND 95% or more students maintained grade level performance from the previous screening period, identify **students performing in the some risk and high risk levels**.
	What specific supplemental and instruction is needed?	Identify student needs using universal data and priority standards. Develop hypotheses to identify and confirm student needs. Conduct diagnostic assessments if necessary.

	How will supplemental instruction be delivered?	Identify an evidence-based intervention aligned to student needs and core instruction using assessment data (e.g., diagnostic data) and priority standards. Write down intervention procedures to ensure consistent implementation. Develop student goals based on growth targets and grade level standards.
	How will the effectiveness of supplemental instruction be monitored?	Tier 2: Implement the intervention for a minimum of three times per week, at least 30 minutes for each session and for 6 - 12 weeks. Identify progress monitoring tools aligned with intervention programs. Graph progress monitoring data. Tier 3: Implement the intervention for a minimum of five times per week, at least 30 minutes for each session and for at least 20 weeks. Identify progress monitoring tools aligned with intervention programs. Graph progress monitoring data.
	Which students need to move to a different level of instruction?	See Plan Evaluation for Tier 2 and 3 Instruction section for detailed steps in determining intervention effectiveness. Evaluate fidelity data. Review progress monitoring data and compare student performance to growth targets and grade level expectations. Repeat the cycle as necessary.

Plan Evaluation for Tier 2 and 3 Instruction

Step 2: Review fidelity of implementation data

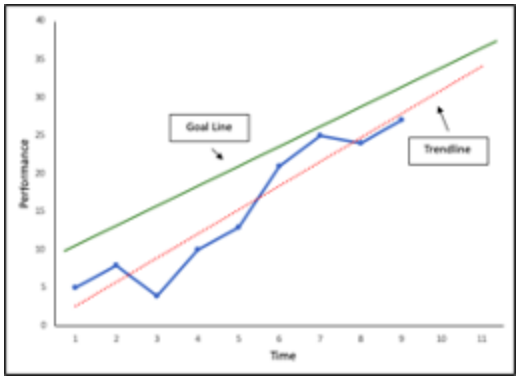
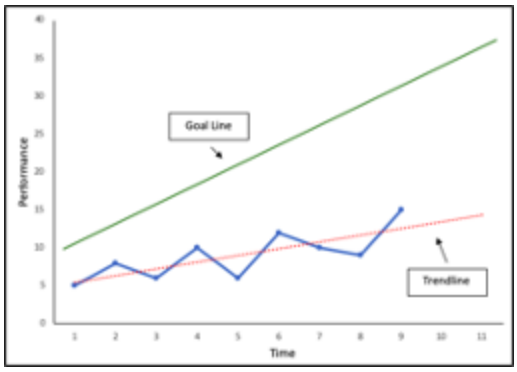
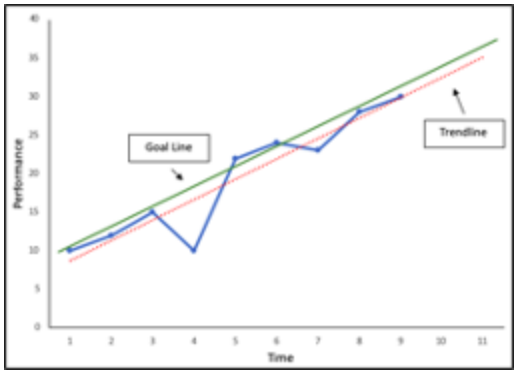
ISD 748 Evaluating Fidelity of Intervention Implementation Rubric

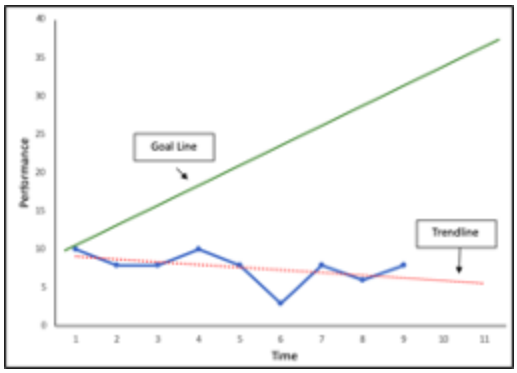
	Poor Fidelity	Moderate Fidelity	High Fidelity
Evidence-based Intervention	No evidence cited	Some evidence cited	High evidence cited
Student Need is Well-Defined	Targeted skill area is vague	Targeted skill area is generically specified and operationalized	Targeted skill area is clearly specified and operationalized
Alignment to Tier 1 instruction	No alignment to limited alignment	Moderate alignment	Close to direct alignment
Student Attendance	< 80 %	80% - 90%	> 90%
Student Participation	Low engagement to no engagement	Passive engagement	Active engagement
Intervention Procedural Adherence	< 70 %	70% - 80%	> 80%

Step 3: All areas rated as **poor or moderate fidelity** must be addressed and remedied prior to identifying a student as unresponsive to an intervention. Develop and implement a plan to address all relevant fidelity areas to promote fidelity of implementation. Continue implementing current intervention plan and review data on a later date.

Step 4: Once high fidelity of implementation is established, review progress monitoring data to determine intervention responsiveness. Trend line analysis is used to determine intervention responsiveness. This requires comparing students' progress monitoring data with their goal line. As such, interventions must be implemented with sufficient duration (minimum of 12 weeks) and a sufficient number of data points have been collected (at minimum 6 data points). Make the necessary program changes.

Analyzing Progress Monitoring Data

Progress Monitoring Data	Trendline Compared to Goal Line	Intervention Responsiveness	Action Step
	Trendline is steeper than the goal line	Intervention is effective	The goal may not be sufficiently ambitious. Increase the goal if student has not achieved the goal OR If student achieved goal and met grade level standards, change to less intensive instruction.
	Trendline is flatter than goal line	Intervention is likely ineffective	The intervention may not be of sufficient intensity. Intensify the intervention program to increase the rate of progress (e.g., dosage, duration…)
	Trendline and goal line are the same	Intervention may be effective	Continue with the current plan and continue to collect data.

Progress Monitoring Data	Trendline Compared to Goal Line	Intervention Responsiveness	Action Step
	Trendline deviates from the goal line in the opposite direction	Intervention is likely ineffective or inappropriate.	Change the intervention program and reassess if need is accurately identified.

Step 5:

Poor Performance Observed:

At the end of an intervention, if poor performance is observed in growth and grade level standards based on progress monitoring data and grade level assessments, intensify instruction to the next tier.

At the end of a Tier 3 intervention, if a student demonstrates unresponsiveness to Tier 3 instruction based on the dual discrepancy approach (growth and grade level standards), the team may consider another intervention or a special education referral. This decision should be made on a case-by-case basis considering all available data and information regarding a student's performance.

Adequate Performance Observed:

At the end of an intervention, if the student demonstrated adequate performance by achieving intervention goals (i.e., meeting growth targets and grade level standards), consider moving the student to a lower tier of instruction and repeat the problem solving model as appropriate.

Fidelity and Evaluation

This section is dedicated to describing the purpose and procedures for collecting and analyzing data to evaluate fidelity and the effectiveness of ISD748's MTSS framework. The data and procedures help us to understand how ISD748 is progressing toward our goals and for informing improvements to the MTSS framework. Hence, fidelity and evaluation are foundation and essential to our commitment in the delivery of rigorous instruction and eliminating systemic inequities that impact student outcomes. The success of fidelity and evaluation hinges on collaborative teamwork with outcomes focused on continuous improvement and not punitive remedies.

Fidelity

Fidelity of implementation (FOI) is the degree that action plans, programs or interventions are implemented as prescribed, intended and designed.

Importance of Fidelity of Implementation Data

Fidelity data are critical to the success of any systems endeavor and intervention implementation. The collection, analysis and review of FOI data are proactive strategies used to monitor ISD 748's commitments and values, and prevent the tendency to drift and diverge attention to extraneous causes. The data serve four purposes: (1) understanding what has been implemented, (2) understanding the relationship between implementation and student outcomes, (3) understanding which components facilitate positive student outcomes, and (4) informing continuous improvement.

FOI data can highlight areas of strength or areas requiring improvement for implementation, identify the feasibility of specific components, inform barriers hindering implementation, and identify the most impactful components. When reviewing FOI data, feedback loops are used to promote implementation and address challenges to prevent deviation from intended procedures and components.

Given the four purposes of FOI data, the data are objective measures that hold ISD 748 accountable to our commitments and values of providing rigorous instruction, engaging in continuous school improvement and eliminating systemic inequities affecting student outcomes and opportunities. The success and failure of students is a direct result of our level of implementation or lack of implementation. Only full implementation through the demonstration of FOI data of ISD 748's MTSS framework will tell us how close we are to achieving our commitments and how effective the framework is in promoting student outcomes.

Assessing and Reviewing Fidelity

To promote fidelity of implementation, ISD 748 has adopted the 7 Elements of Fidelity (Coulter and Gibbons, 2017). The 7 Elements of Fidelity consists of two models specific to program/intervention implementation and systems change. The advantage in using this process is that it accounts for the multi-faceted nature of fidelity by considering factors such as student engagement, adherence and intervention alignment, which can exert differing effects on fidelity of implementation. These 7 elements are used to guide the development of fidelity measures and procedures that allows ISD 748 to assess, monitor and evaluate fidelity of implementation. The 7 elements of systems change and program/intervention implementation are described below.

7 Elements of Fidelity: Systems Change

1. **Needs Well-Defined**: System needs are operationalized and matched to student and adult needs.
2. **Program Specificity:** Programs and interventions meet evidence-based criteria, procedures are well-defined, and aligned to system goals.
3. **Written Plan**: An action plan articulates the vision and steps to achieve system change goals.
4. **Consensus:** Implementation buy-in from stakeholders is measured and confirmed.
5. **Training and Support:** Professional learning is purposeful and adheres to principles of effective professional learning.
6. **Adherence:** Established procedures are used to correctly and consistently implement all system change components and training over time.
7. **Evaluation:** Criteria for outcomes are specified and the plan is modified when needed.

7 Elements of Fidelity: Program/Intervention Implementation

1. **Needs Well-Defined**: Student needs are operationalized and linked to evidence-based interventions/practices.
2. **Program Specificity**: Intervention meets evidence-based criteria, implementation procedures are well-defined, and aligned to tiered instruction.
3. **Interventionist Engagement**: The interventionist finds the intervention acceptable, appropriate, feasible and compatible with the instructional environment, and the intervention is delivered with rigor.
4. **Training and Support**: Professional learning adheres to principles of effective professional learning and fidelity measures assess related knowledge and skills.
5. **Exposure & Duration**: Procedures ensure and monitor that programs/interventions are implemented for the recommended length of time, duration, and frequency.
6. **Student Engagement:** The quality of student participation is measured and monitored to ensure active engagement.
7. **Adherence**: Established procedures are used to correctly and consistently implement intervention components and training over time.

FOI data are collected, analyzed and evaluated across all core components of the MTSS framework: Infrastructure and supports, Assessments, Data-based decision-making, and Multi-tiered instruction. Data pertaining to the seven elements of fidelity consist of direct data sources (e.g., observations) and indirect data sources (e.g., review of permanent products, checklists). The frequency to which fidelity data are collected and reviewed for each MTSS core component and their corresponding sub-components are illustrated in Table 11. It is worth noting that the frequency of data collection and review should match the intensity of the practice or procedures. For example, multi-tiered fidelity data are collected less frequently for Tier 1 subcomponents as compared to Tier 2 and 3 subcomponents. Fidelity reviews are developed as part of the team planning process when creating meeting schedules and priorities or intervention plans.

Analyses of fidelity data are conducted at the district, school building, classroom and student level. Each level of analysis provides a different and valuable set of information regarding implementation efforts. District-level analyses often provide information on high-level implementation efforts to monitor district-wide initiatives. School building level analyses provide more granular information of implementation efforts that can inform building operations and capacity. Classroom level analyses provide key information on the quality of instruction and decision-making. Student level analyses can provide information on the feasibility of specific intervention programs. Essential to these analyses are feedback loops focused on active engagement in highlighting strengths and addressing areas of improvements.

MTSS Core Components and Fidelity

	Examples of Data Sources Used to Monitor Fidelity	Frequency of Data Collection and Review
Infrastructure and Supports *Fidelity data are used to ensure appropriate resource allocation and alignment, leadership engagement, and coherent communication procedures.*	• Communication plans • Review of resource allocation • Leadership meeting agendas and notes • School schedules • Staff and parent surveys	Conducted annually
Assessments *Fidelity data are used to ensure accurate administration.*	• Progress monitoring graphs • Progress monitoring schedules • Fidelity checklists • Training completion certificates	*Universal Screening* • Conducted for each screening period *Progress Monitoring* • Conducted at least monthly
Data-based Decision Making *Fidelity data are used to ensure clear and consistent decision-making processes.*	• Data system reports • Special education evaluation reports • Team meeting protocol checklists • Student graphs	Conducted periodically based on assessment administration
Multi-tiered Supports *Fidelity data are used to ensure quality delivery of instruction and accurate and consistent intervention procedures and alignment to student needs.*	• Intervention fidelity checklists • Intervention schedules • Learning walk observations • Lesson plans • Student outcome data • Teacher evaluation/observations • Training completion certificates	*Tier 1* • Conducted periodically *Tier 2* • Conducted at least monthly *Tier 3* • Conducted at least every 2 weeks

Annual Screening Fidelity Procedures

Proctor Certification:
Testing proctors will pass the online certification prior to the initial administration of each assessment in a group setting. Following the certification, proctors will check for accuracy and discuss discrepancies as a group.

Fidelity Check: Fidelity check will be conducted with each proctor once per year, by District Curriculum and Assessment Coordinators. Feedback will be provided to the proctors regarding strengths and areas for improvement.

Evaluation

The purpose of evaluating ISD 748's MTSS framework is to examine its effectiveness and impact on student outcomes, and to understand what worked for Sartell-St. Stephen students. Another purpose of an evaluation is to inform improvements to the framework and district goals.

Two forms of evaluations are conducted formative and summative. Formative evaluations are conducted quarterly throughout the school year during Building and District Leadership Team Meetings to monitor the progress of implementation plans and to determine the achievement of short-term and medium-term goals. Summative evaluations are conducted at the end of the school year by Building and District Leadership Teams to understand the extent that goals have been achieved. Final reports for formative and summative evaluations will be included as part of the World's Best Workforce Report.

Data sources collected as part of the evaluation plan include both quantitative (e.g., implementation data, student academic and behavior data) and qualitative information (e.g., interviews). MTSS is an intricate and complex undertaking, hence input from ISD 748's community is highly valued and necessary to comprehensively understand its impact. Therefore, student, parent/family, and staff voices are represented as part of data collection and evaluation. Furthermore, to fully understand the impact of the MTSS framework, it is important that we understand how the framework affects all of our students. Analyses are disaggregated to understand the impact of the MTSS framework on the different student communities that represent ISD 748. Student data are reviewed for all students and student subgroups to evaluate the effectiveness of the MTSS framework.

Data Disaggregation for Student Groups

Student Groups	Categories of Disaggregation
Race/Ethnicity	• Racial/ethnic categories
Advanced Learners	• Students exceeding benchmark • Level of service (Tier 3, Tier 2)
English Learners	• Language proficiency status • Language groups • Length of English Learner services
Economically Disadvantaged	• Homeless/highly mobile • Free/reduced lunch
Students with Disabilities	• Disability status • Disability categories • Length of special education service • Level of least restrictive environment

Learning More About Fidelity and Evaluation	
Fidelity	• https://intensiveintervention.org/resource/dbi-implementation-rubric-and-interview • https://iris.peabody.vanderbilt.edu/module/ebp_02/cresource/q2/p04/ - content • https://www.lifescied.org/doi/full/10.1187/cbe.16-03-0113 • https://docs.google.com/document/d/1K9yIeNO1bIMtX4Xvbr58qWlrslnvwUW9ec-9GDDm3ns/edit • https://rct-yes.com/
Evaluation	• http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4482 • http://betterevaluation.org/

School-Based Professional Development

ISD 748 aligns professional development to school continuous improvement goals outlined in the World's Best Workforce Report.

Schedules

To allow sufficient time for universal core instruction as well as strategic and individualized intervention necessary to meet the needs of all students in ISD 748, school-wide schedules are aligned to support multiple levels of instruction.

Depending on grade configurations and staffing, ISD 748 uses several scheduling models to support the delivery of rigorous multi-tiered instruction. The various scheduling models allow additional time for intervention supports that occur in addition to core instruction as well as time for educators to engage in collaboration and consultation. Furthermore, the flexibility of different scheduling models allow each school to support the needs of students.

Strategies that support effective scheduling:

a. Schedule common instructional times for content areas within each grade level and consider overlapping instructional times across vertical grade levels to support flexible instructional groupings (elementary grade levels)
b. To promote effective delivery of core instruction, stagger the scheduling of in-class support or pull-out instructional support from staff such as English Learner teachers, interventionists, or special education teacher throughout the day
c. Avoid scheduling intervention-based classes during popular electives (secondary grade levels)
d. An intervention period must be provided during the school day

Core Content Scheduling Guidelines

	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Math	K-5: 60 minutes	50 minutes or more daily	45 minutes or more daily
Reading	K-2: 120 minutes daily 3-5: 90 minutes daily	50 minutes or more daily	45 minutes or more daily
Sciences	K-2: 30 minutes daily 3-5: 50 minutes	50 minutes or more daily	45 minutes or more daily
Social Emotional Learning	At least 25 minutes of embedded instruction daily	At least 20 minutes of embedded instruction daily	At least 20 minutes of embedded instruction weekly
Social Studies	K-2: 30 minutes daily 3-5: 50 minutes	50 minutes or more daily	45 minutes or more daily

Resources

ISD 748 prides itself on practicing responsible stewardship while supporting MTSS. Implementation and maintenance of MTSS requires that resources (e.g., funds, programs) are adequately allocated. These resources fall into four general categories: instruction (e.g., curricular materials, assessments), staffing, data systems and professional development.

Equity

Equity is embedded within the fabric of all aspects of the educational experience in ISD 748. The MTSS framework will be an even greater driver in the realization of an equitable education across the district.

Equity is embedded into the district's framework by proactively considering and incorporating cultural, identity, and linguistic factors (including intersections of culture, identity, and language) in decision-making processes. As such, district communications work hard to alleviate and eliminate potential linguistic and functional barriers that impact the families and stakeholders we serve. Providing an equitable education also requires that cultural, identity, and linguistic factors must be considered in decision-making processes across levels of operation within the district.

Pursuing equity in ISD 748 also requires considerations and actions in selection, inclusion, and communication with staff. It is vital to ensure that diverse voices representative of the ISD 748 community are present throughout the district's infrastructure. Recruitment and retention of diverse staff is a priority for ISD 748 to ensure students and families see themselves represented within their educational experience.

Communication and Involvement

Staff Communication and Involvement

Clear and transparent communication is essential in successfully implementing MTSS to promote optimal student outcomes. Staff will be informed about MTSS activities and updates through District email updates provided by the Assistant Superintendent. Following District Updates, Building Leadership will clarify questions or expand on topics at staff meetings.

Parent/Family Communication and Involvement

ISD 748 values feedback from parents, families and the community. Similar to ISD 748 staff, parents and families have multiple avenues to provide input on the MTSS process by participating on the District Curriculum Instruction and Assessment Committee meeting, sharing feedback with school principals, providing feedback on the District Community Survey which is sent out periodically, or submitting comments during school board meetings. The will be shared in the Sabre Spotlight as well as the district website. The parent-friendly guide describes the essential components of MTSS and the reasons ISD 748 has prioritized MTSS. ISD 748 will consider linguistic, cultural, and socio-economic barriers to ensure all parents have access to information and their feedback is heard.