



DCI-MTSS

District Continuous Improvement
Multi-Tiered System of Support

*DCI-MTSS District-Level Implementation Practice Profile
June 2023*

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Introduction

The overarching goal of District Continuous Improvement Multi-Tiered System of Support (DCI-MTSS) is *“to improve literacy outcomes for all students, especially students with disabilities, by providing high-quality professional development focused on district- and building-level implementation of evidence-based academic and behavioral practices and system, with an emphasis on evidence-based literacy practices, within a multi-tiered system of support (MTSS).”* To accomplish this goal, districts implementing DCI-MTSS will create a cohesive system that focuses on increasing both academic and behavioral outcomes to equitably support the varying needs of all students.

DCI-MTSS integrates high quality instruction, literacy and behavior teaching, and learning practices into a framework that will support the DESE priority of improving literacy outcomes for all students. There is a strong relationship between academic achievement and behavioral outcomes for students. Providing academic supports can improve student behaviors and providing behavioral supports can improve academic outcomes (McIntosh & Goodman, 2016). DCI-MTSS is designed to support districts as they adopt and implement a continuum of evidence-based practices to create the necessary conditions to meet the needs of all students. The DCI-MTSS approach supports districts to integrate high quality instruction, academic and behavior supports, building on the effective approaches currently used in Missouri schools.

DCI-MTSS District-Level Implementation Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework was developed by the National Implementation Research Network (NIRN) as a process for outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). Practice Profiles operationalize the core elements of a program or practice and enable them to be teachable, observable, learnable, and doable. They are anchored by essential functions of the practice, implementation performance levels, and evidence criteria which provides data or documentation for determining implementation levels.

Six essential functions have been identified as important for district leadership teams in the effective implementation of DCI-MTSS.

1. [District Leaders maintain a collaborative culture and climate to build capacity for an outcome-driven approach to school improvement.](#)
2. [District Leaders maintain an assessment system designed to support educational teams in making informed instructional and programmatic decisions to support students.](#)
3. [District Leaders engage in cycles of data-based decision making to meet the needs of all students.](#)
4. [District Leaders maintain a tiered system of supports that provides efficient, effective, and equitable allocation of resources to support all students.](#)
5. [District Leaders select and align effective teaching and learning practices to increase the probability that instruction, interventions, and supports meet the needs of all students.](#)
6. [District Leaders provide staff with ongoing support to ensure the integration and sustainability of their continuous improvement efforts.](#)

How to Use the Practice Profile

Practice Profiles are useful for understanding a program/practice, planning for implementation, providing feedback or coaching, and self-monitoring progress toward a goal. Within DCI-MTSS, the District-Level Implementation Practice Profile outlines criteria using a rubric structure with specific practice-level characteristics. Four levels of implementation (exemplary, proficient, close to proficient, and far from proficient) are anchored by the essential functions of the practices. It is a tool designed to support leadership teams through the planning, implementation, and sustainability of DCI-MTSS and can be used by districts to identify areas of strength and prioritize next steps in the implementation of DCI -MTSS. It is an important tool for self-monitoring as it serves as a reminder of implementation criteria. You may notice that criteria for one essential function overlaps and/or is duplicated in another essential function. This overlap was intentional to aid in understanding the different aspects of implementation.

Essential Function 1: Collaborative Culture and Climate

DCI-MTSS District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
Essential Function 1: District leaders maintain a collaborative culture and climate to build capacity for an outcome-driven approach to school improvement.			
<p>A. The District Leadership Team (DLT) works collaboratively to implement continuous improvement by meeting 9/9 the following criteria.</p> <ul style="list-style-type: none"> • Including members on the team who are in a position to make decisions on behalf of the system • Including members on the team with expertise in policy, instruction, literacy, behavior, curriculum, assessment, technology, special education, preschool, elementary, middle, and high school • Meeting monthly to collaborate and monitor implementation • Identifying a district-level contact person who acts as the primary contact for reciprocal communication with the Coaching Support Team (CST) facilitator • Collaborating with building leaders to define building-level expectations, develop action plans, collect data, and monitor progress toward improving literacy, instruction, and behavior. • Identifying building-level contacts who act as the primary contact for reciprocal communication between their building and the DLT • Establishing a communication protocol that allows for the sharing of data between teams and with stakeholders • Regularly disseminating information regarding DCI-MTSS implementation, data, and accomplishments to all staff and stakeholders through established communication protocols • Involving a range of stakeholders including families, mental health specialists, and local community members to refine and improve programs 	<p>A. The DLT works collaboratively to implement continuous improvement by meeting 7/9 of the exemplary criteria, including the following.</p> <ul style="list-style-type: none"> • Including members on the team who are in a position to make decisions on behalf of the system • Including members with expertise in policy, instruction, literacy, behavior, curriculum, assessment, technology, special education, preschool, elementary, middle, and high school • Meeting monthly to collaborate and monitor implementation • Identifying a district-level contact person who acts as the primary contact for reciprocal communication with the Coaching Support Team (CST) facilitator 	<p>A. The DLT works collaboratively to implement continuous improvement by meeting 5/9 of the exemplary criteria including the following.</p> <ul style="list-style-type: none"> • Including members on the team who are in a position to make decisions on behalf of the system • Identifying a district-level contact person who acts as the primary contact for reciprocal communication with the Coaching Support Team (CST) facilitator 	<p>A. The DLT meets less than 5 of the exemplary criteria.</p>

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Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
<p>B. The DLT uses a protocol to review all district work, initiatives, and programs to assure current and ongoing alignment with the district Comprehensive School Improvement Plan (CSIP). The protocol consists of 3/3 of the following criteria.</p> <ul style="list-style-type: none"> • An inventory of all district initiatives to identify redundancies and inconsistencies • A process for selecting, reviewing, identifying, and de-implementing ineffective initiatives or programs • Persons designated with responsibility for following the protocol and communicating to district/building leaders regarding alignment 	<p>B. The DLT uses a protocol to review all district work, initiatives, and programs to assure current and ongoing alignment with the district Comprehensive School Improvement Plan (CSIP). The protocol consists of 2/3 of the exemplary criteria, including the following criteria.</p> <ul style="list-style-type: none"> • A process for selecting, reviewing, identifying, and de-implementing ineffective initiatives or programs 	<p>B. The DLT uses a protocol to review all district work, initiatives, and programs. The protocol consists of 1/3 of the exemplary criteria.</p>	<p>B. The DLT does not have a protocol to review district work, initiatives, and programs.</p>
<p>C. The DLT annually develops and uses an action plan that is aligned with the existing CSIP and the district professional development plan. This action plan meets 9/9 of the following criteria.</p> <ul style="list-style-type: none"> • Is aligned to district goals • Identifies and is informed by data elements • Contains annual measurable goals and outcomes matched to data sources • Includes action steps with an implementation timeline • Includes a schedule for the annual collection and evaluation of data sources at the district, building, and classroom levels • Includes a professional development plan for training and coaching in the district's priority area(s) • Creates structures and processes for collaborative problem-solving using data • Creates structures and processes for internal school-based coaching • Includes a process for onboarding new staff annually 	<p>C. The DLT annually develops and uses an action plan that is aligned with the existing CSIP and the district professional development plan. This action plan meets 7/9 of the exemplary criteria and includes the following.</p> <ul style="list-style-type: none"> • Is aligned to district goals • Identifies and is informed by data elements • Contains annual measurable goals and outcomes matched to data sources • Includes action steps with an implementation timeline • Includes a professional development plan for training and coaching in the district's priority area(s) 	<p>C. The DLT annually develops and uses an action plan. This action plan meets 5/9 of the exemplary criteria and includes the following.</p> <ul style="list-style-type: none"> • Contains annual measurable goals and outcomes matched to data sources • Includes action steps with an implementation timeline 	<p>C. The DLT does not use an action plan or has an action plan that meets fewer than 5 of the exemplary criteria.</p>

Essential Function 2: Assessment

DCI-MTSS District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
Essential Function 2: District leaders maintain an assessment system designed to support educational teams in making informed, instructional, and programmatic decisions to support students.			
<p>A. The District Leadership Team (DLT) has developed an assessment system that includes tools and processes to measure essential components of academics (literacy and instruction) and behavior. The plan includes 9/9 of the following criteria.</p> <ul style="list-style-type: none"> District tools for <ul style="list-style-type: none"> Universal screening Diagnostic and functional assessment tool Progress monitoring Outcome measures A data collection calendar for the school year The individuals who will administer the assessments The individuals who will enter the data/scores (if applicable) The individuals/team(s) who will use the results The individual(s) who will serve as data coordinator(s) A process to modify the assessment system based on data A process to select and deselect assessment tools/processes A process to ensure fidelity of implementation 	<p>A. The DLT has developed an assessment system that includes tools and processes to measure essential components of academics (literacy and instruction) and behavior. The plan meets 7/9 of the exemplary criteria and includes the following.</p> <ul style="list-style-type: none"> District tools for <ul style="list-style-type: none"> Universal screening Diagnostic and functional assessment tool Progress monitoring Outcome measures The individual(s) who will serve as data coordinator(s) A process to ensure fidelity of implementation 	<p>A. The DLT has developed an assessment system that includes tools and processes to measure essential components of academics (literacy and instruction) and behavior. The plan meets 5/9 of the exemplary criteria.</p>	<p>A. The DLT has an assessment system that meets less than 5 of the exemplary criteria.</p>
<p>B. The DLT has developed a process to ensure learners and families are informed about assessments. The process includes 2/2 of the following criteria.</p> <ul style="list-style-type: none"> Notifying learners and their families of assessment purposes, frequency, and dates Offering support to learners and their families on how to interpret assessments 	<p>B. The DLT has developed a process to ensure learners and families are informed about assessments. The process includes the following criteria.</p> <ul style="list-style-type: none"> Notifying learners and their families of assessment purposes, frequency, and dates. 	<p>B. The DLT does not have a formal process and relies on educators to inform families about assessments, purposes, frequency, and dates.</p>	<p>B. Families are not informed about assessments, purposes, and dates.</p>

Essential Function 3: Data-Based Decision Making

DCI-MTSS District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
Essential Function 3: District leaders engage in cycles of data-based decision making for their system to meet the needs of all students.			
<p>A. The DLT maintains an ongoing cycle of data-based decision making that includes 9/9 of the following criteria.</p> <ul style="list-style-type: none"> • Analysis of data related to outcomes and progress • Analysis of data related to fidelity of implementation • Analysis of needs and progress of all students, with explicit consideration for special populations • Determination regarding the effectiveness of the district-wide system and needs • Determination of district-wide and building-level status and needs for professional development using CWIS, SAS, SAPP, Literacy Progress Monitoring Tool, Office Referrals, MAP, and other relevant data • Determination of priority areas of need and benchmarks for improvement • Identification of strategies and interventions to address needs within the system • Identification of training and coaching needs to address improved instruction, interventions, and to build on strengths • Sharing of data and collaboration with building leaders, teachers, and stakeholders 	<p>A. The DLT maintains an ongoing cycle of data-based decision making that includes 7/9 of the exemplary criteria and includes the following.</p> <ul style="list-style-type: none"> • Analysis of data related to outcomes and progress • Analysis of data related to fidelity of implementation • Analysis of needs and progress of all students, with explicit consideration for special populations 	<p>A. The DLT maintains an ongoing cycle of data-based decision making that includes 5/9 of the exemplary criteria and includes the following.</p> <ul style="list-style-type: none"> • Analysis of data related to outcomes and progress • Analysis of needs and progress of all students, with explicit consideration for special populations 	<p>A. The DLT does not have a cycle of data-based decision making or their cycle meets less than 5 of the exemplary criteria.</p>

DCI-MTSS District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
<p>B. The DLT supports building and collaborative teams in on-going data-based decision making by meeting 4/4 of the following criteria.</p> <ul style="list-style-type: none"> Clearly identified DBDM teams meet regularly to conduct data-based decision making at the building and collaborative team levels DBDM teams have a clear and consistent understanding of their roles and responsibilities to analyze data and use those data to impact change DBDM teams have been trained in a data-based decision making process that is used consistently to guide decisions There is a process for information from collaborative teams and building teams to be communicated to the DLT 	<p>B. The DLT supports building and collaborative teams in on-going data-based decision making by meeting 3/4 of the exemplary criteria.</p>	<p>B. The DLT supports building and collaborative teams in on-going data-based decision making by meeting 2/4 of the exemplary criteria.</p>	<p>B. Building and collaborative teams meet less than 2 of the exemplary criteria.</p>

Essential Function 4: Tiered System of Support

DCI-MTSS District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
Essential Function 4: District leaders maintain a tiered system of supports that provides efficient, effective, and equitable allocation of resources to support all students.			
<p>A. The DLT has developed and documented a tiered system of support for academics (literacy and instruction) and behavior that meets 8/8 of the following criteria.</p> <ul style="list-style-type: none"> • A process to identify and support tiered interventions matched to student need • An equitable allocation of resources (fiscal, personnel, time, facilities, etc.) to support a tiered framework of instructional practices • Alignment of instructional resources used across Tiers 1, 2, and 3 • A process for how learners will be identified as needing intervention (i.e., what data will be collected, by what date, by whom, entrance/exit criteria) • A description of the continuum of interventions and practices at all education levels • Protocols for individualization (e.g., changing the intervention in response to ongoing progress monitoring to address the learner's needs) • Protocols for communicating and collaborating with necessary stakeholders (staff, learners, families, community partners) • A process to ensure fidelity of implementation 	<p>A. The DLT has developed and documented a tiered system of support for academics (literacy and instruction) and behavior that meets 6/8 of the exemplary criteria and includes the following.</p> <ul style="list-style-type: none"> • A process to identify and support tiered interventions matched to student need • Alignment of instructional resources used across Tiers 1, 2, and 3 • A description of the continuum of interventions and practices at all education levels 	<p>A. The DLT has developed and documented a tiered system of support for academics (literacy and instruction) and behavior that meets 4/8 of the exemplary criteria and includes the following.</p> <ul style="list-style-type: none"> • A description of the continuum of interventions and practices at all education levels 	<p>A. The tiered system of support meets less than 4 of the exemplary criteria.</p>

DCI-MTSS District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
<p>B. The DLT has developed a process for buildings to engage families as meaningful stakeholders in the implementation of the tiered system of support. The process includes 2/2 of the following criteria.</p> <ul style="list-style-type: none"> Families have opportunities to learn how the district has defined Tiers 1, 2 and 3, and specific strategies for families to support learner success Communication for families regarding the description, purpose, anticipated duration, and at-home support needed in a language and format that is conducive to the needs of families 	<p>B. The DLT has developed a process for buildings to engage families as meaningful stakeholders in the implementation of the tiered system of support.</p>	<p>B. The DLT has general information for families related to the tiered system of support.</p>	<p>B. The DLT has not yet developed information for families related to the tiered system of supports.</p>

Essential Function 5: Effective Teaching and Learning Practices

DCI-MTSS District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
Essential Function 5: District leaders select and align effective teaching and learning practices to increase the probability that instruction, interventions, and supports meet the needs of all students.			
<p>A. The DLT collaborates with buildings to select and align effective teaching and learning practices at Tiers 1, 2, and 3 from a menu of district approved and supported practices, interventions, and supports that meet 5/5 of the following criteria.</p> <ul style="list-style-type: none"> • Are evidence-based and grounded in research • Address essential academic (literacy and instruction) and behavior components • Match the needs identified by district data • Fit within the capacity of the district to be successfully implemented (e.g., staff, financial, professional learning, buy-in) • Are aligned with community, regional, and/or state priorities, as well as family and community values and culture 	<p>A. The DLT collaborates with buildings to select and align effective teaching and learning practices at Tiers 1, 2, and 3. The selection process includes practices, interventions, and supports that meet 4/4 of the following criteria.</p> <ul style="list-style-type: none"> • Are evidence-based and grounded in research • Address essential academic (literacy and instruction) and behavior components • Match the needs identified by district data • Fit within the capacity of the district to be successfully implemented (e.g., staff, financial, professional learning, buy-in) 	<p>A. The DLT collaborates with buildings to select and align effective teaching and learning practices at Tiers 1, 2, and 3. The selection process includes practices, interventions, and supports that meet 3/5 of the exemplary criteria.</p>	<p>A. The DLT collaborates with buildings to select and align effective teaching and learning practices at Tiers 1, 2, and 3. The selection process includes less than 3 of exemplary criteria.</p>

DCI-MTSS District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
<p>B. The DLT collaborates with buildings to implement with high fidelity effective teaching and learning practices and interventions and supports at Tiers 1, 2 and 3 that have been approved and are supported by the DLT. Implementation meets 4/4 of the following criteria.</p> <ul style="list-style-type: none"> Educators have received specific training to use the practices, interventions, and supports for which they are responsible to provide Educators are provided internal coaching as they implement new practices, interventions, and supports Internal coaching includes descriptive feedback and support for improvement An ongoing process is in place to monitor fidelity of implementation of specified practices, interventions, and supports 	<p>B. The DLT collaborates with buildings to implement effective teaching and learning practices and interventions and supports at Tiers 1, 2 and 3. Implementation meets 3/4 of the exemplary criteria.</p>	<p>B. The DLT collaborates with buildings to implement effective teaching and learning practices and interventions and supports at Tiers 1, 2, and 3. Implementation meets 2/4 of the exemplary criteria.</p>	<p>B. The DLT collaborates with buildings to implement effective teaching and learning practices and interventions and supports at Tiers 1, 2, and 3. Implementation meets less than 2/4 of the exemplary criteria.</p>

Essential Function 6: Integration and Sustainability

District-Level Implementation Practice Profile			
Exemplary Implementation	Proficient	Close to Proficient	Far from Proficient
Essential Function 6: District leaders provide staff with ongoing support to ensure the integration and sustainability of their continuous improvement efforts.			
<p>A. The DLT works collaboratively towards the integration and sustainability of their continuous improvement efforts by meeting 9/9 of the following criteria.</p> <ul style="list-style-type: none"> • Ensuring practices and policies are aligned • Developing policies to guide implementation • Regularly reviewing learner data to determine successes • Reviewing data related to implementation fidelity • Making changes to the district action plan as guided by data • Developing a long-range professional development plan for staff and administrators based on data and aligned to effective teaching and learning practices • Working to enhance staff motivation and capacity to be actively involved in decision making • Ensuring new DLT members receive professional development on district-level implementation and district-level roles 	<p>A. The DLT works collaboratively towards the integration and sustainability of their continuous improvement efforts by meeting 7/9 of the exemplary criteria including the following.</p> <ul style="list-style-type: none"> • Regularly reviewing learner data to determine successes • Reviewing data related to implementation fidelity • Making changes to the district action plan as guided by data • Developing a long-range professional development plan for staff and administrators based on data and aligned to effective teaching and learning practices 	<p>A. The DLT works collaboratively towards the integration and sustainability of their continuous improvement efforts by meeting 5/9 of the exemplary criteria including the following.</p> <ul style="list-style-type: none"> • Regularly reviewing learner data to determine successes • Making changes to the district action plan as guided by data 	<p>A. The DLT's integration and sustainability efforts meet less than 5 of the exemplary criteria.</p>