DCI-MTSS

ROADMAP

An Overview

FIRST EDITION

DCI-MTSS

Multi-Tiered System of Support

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Personnel from the Institute for Human Development (IHD), at Northern Arizona University, provide training, education, and service for people with disabilities and conduct research focusing on improving educational and disability systems. For over ten years, this team has worked closely with the Missouri Department of Elementary and Secondary Education, Office of Special Education to infuse research into professional development and the statewide system of support. This translation of research into practice occurs through the reciprocal exchange of information, between community members, partner organizations, state agencies, and the IHD. IHD is part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDD).

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SECTION 1 Introduction

DCI-MTSS

District Continuous Improvement Multi-Tiered System of Support (DCI-MTSS) is the outgrowth of a partnership between the Missouri Department of Elementary and Secondary Education (DESE), the Missouri Educational Systems and Instruction for Learning (MoEduSAIL), and the Missouri Schoolwide Positive Behavior Support Project. Through a US Department of Education State Personnel Development Grant, DCI-MTSS integrates several key educational initiatives including District Continuous Improvement (DCI), DESE Literacy initiatives, and the Missouri Schoolwide Positive Behavior Supports (MO SW-PBS).

The overarching goal of 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 systems, with an emphasis on evidence-based literacy practices, within a multi-tiered system of support." To accomplish this goal, districts implementing DCI-MTSS use the DCI-MTSS Framework to create a cohesive district-wide system that focuses on improving both academic and behavioral outcomes to equitably support the varying needs of all students.

The graphic on page 2 illustrates how districts may approach their journey with DCI-MTSS. Historically, Missouri's District Continuous Improvement (DCI) and MO SW-PBS projects have worked to help districts create systems of data-based decision making within their respective domain areas. DCI-MTSS integrates these data systems across domains to provide districts with a broader look at student needs and outcomes. Using this integrated data system, a district can identify and prioritize how they will approach the development of an MTSS system. No matter where districts start in their DCI-MTSS journey, their ultimate goal is to create a district-wide MTSS that ensures all students receive the support they need to succeed both academically and behaviorally.

MTSS Pathways

HISTORIC APPROACH TO PROFESSIONAL DEVELOPMENT

Academic

OR

Behavior

This model illustrates the historic approach in which districts choose to focus solely on academics or behavior and develop a corresponding data system. Using data related to that domain area, the district identifies training and coaching needs across schools and classrooms. This siloed approach, while allowing for specialized focus, can lead to fragmented support systems. By separating academics and behavior, districts often miss opportunities to integrate interventions and create more comprehensive strategies to address students' academic and behavior needs holistically.

CURRENT MTSS PATHWAYS

Approach 1

Academic

&

Behavior

In this model, districts create a data system that integrates both the academic and behavior domains. Using data related to both domain areas, the district identifies training and coaching needs across schools and classrooms in both the academic and behavior domains.

Approach 2

Academics First	OR	Behavior First
Academic		Behavior
THEN		THEN
Behavior		Academic

In this model, districts create a data system that integrates both the academic and behavior domains. Using data related to both domain areas, the district chooses to first address training and coaching needs across schools and classrooms in one domain and will then plan to address the other domain once identified goals are addressed.

Outcomes

DESE is committed to maintaining a statewide system of professional development designed to support district leaders and educators. Participating districts receive high-quality professional development/coaching through their Coaching Support Team (CST) facilitator and team members. Through their partnership with DCI-MTSS, participating districts work collaboratively to achieve the following outcomes.

- Develop a collaborative culture and climate that builds capacity for an outcomes-driven approach to school improvement
- Develop an assessment system designed to support educational teams in making informed instructional and programmatic decisions that support improved student outcomes
- Develop a tiered system of support that provides efficient, effective, and equitable allocation of resources to support all students
- Engage in cycles of data-based decision making
- Select and align effective teaching and learning practices to increase the probability that instruction, interventions, and supports meet the needs of all students
- Provide staff with ongoing professional development to ensure the integration and sustainability of the district's continuous improvement efforts

Benefits of Participation

An integrated MTSS that combines academic and behavioral supports is more effective for students and districts/buildings because it addresses the needs of the whole student, recognizing that academic success is closely linked to social-emotional well-being and behavior. The DCI-MTSS Framework integrates data, instruction, and proven interventions to improve outcomes for all students. By aligning these supports, districts can provide a more cohesive and responsive system that reduces gaps in services, increases efficiency, and ensures that students receive the appropriate interventions at the right time. Participating districts work collaboratively to achieve the following.

Improved Student Outcomes. This holistic approach promotes a positive school climate, reduces disciplinary issues, and leads to better academic outcomes, ultimately creating a more inclusive and supportive environment where all students can thrive.

Data-Driven Decision Making. Relying on regular data collection and analysis to monitor progress, DCI-MTSS enables teams to make informed decisions and adjust support as needed. Through the early identification of students who may be at risk, DCI-MTSS allows for timely interventions, preventing small issues from becoming large problems.

Tiered System of Support. DCI-MTSS is a prevention focused framework. At Tier 1, high-quality curriculum and instruction are provided to all students, establishing a strong foundation for academic and behavioral success. For students who require additional assistance, Tier 2 offers targeted support to address specific needs. Tier 3 delivers intensive, individualized interventions for the few students with significant challenges, ensuring that every student has access to the appropriate level of support within a comprehensive system. Through this tiered approach, resources are used efficiently, giving the most support to those who need it most.

Team-Oriented Approach. Promoting collaboration between educators, administrators, specialists, and families creates a unified approach to student success. DCI-MTSS provides ongoing training and coaching for educators to help them improve their skills in data analysis, intervention strategies, and collaboration. Districts have access to online tools, a facilitator, and CST team that provide timely coaching, professional learning resources, and data regarding implementation.

Positive School Climate. By ensuring that all students receive the support they need, districts are able to create a positive school climate in which every student feels valued and educators build collective efficacy, reducing behavioral issues and creating a safer, more effective learning environment.

Key Activities and Responsibilities

Districts participating in DCI-MTSS engage in the following activities to ensure effective implementation and sustainability of the framework across their buildings.

- Develop a district-wide implementation plan grounded in both the DCI-MTSS District Implementation Practice Profile and the DCI-MTSS Implementation Inventory
- Collect data on implementation at the district- and building-level through measures of fidelity (i.e., CWIS, SAS, TFI, DSFI, SAPP, Pre/Post Knowledge Checks)
- Participate in ongoing progress monitoring of district- and building-level DCI-MTSS implementation

- Engage in district- and building-level professional development and coaching, as determined by the DLT in collaboration with the CST and district data
- Promote the development of a collaborative culture and climate for students, teachers, and administrators
- Participate in regional and state DCI-MTSS meetings
- Participate, if desired, in site visits
- Provide ongoing feedback and recommendations for improving the DCI-MTSS Framework

Getting Started with DCI-MTSS

District leaders and CST members should familiarize themselves with the entirety of the DCI-MTSS Roadmap in order to gain a shared understanding of the integrated nature of DCI-MTSS; self-assess their current practices and resulting outcomes; and formulate an action plan.

The intended users of the Roadmap include all partners in DCI-MTSS, including District and Building Leadership Teams, educators, Coaching Support Teams, and the statewide support network. As a valuable resource that provides a comprehensive overview, the Roadmap can be used in the following ways.

- To gain a deeper understanding of the principles of the DCI-MTSS Framework and accompanying educational practices
- To build common vocabulary and shared understanding of concepts within DCI-MTSS
- To improve implementation of evidence-based systems

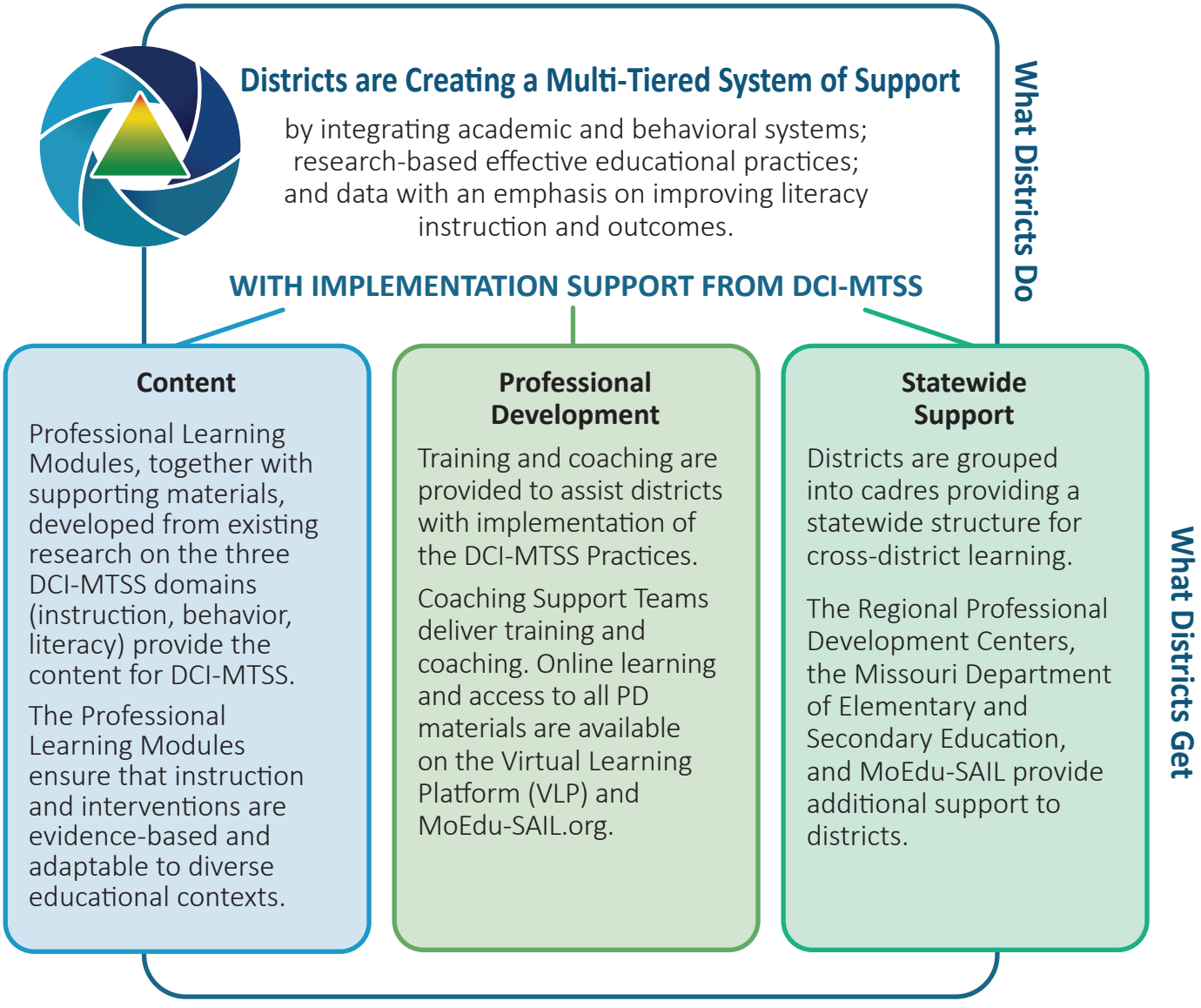
Districts at the start of their DCI-MTSS journey often wonder “Now What?” Consider the following as you develop your plan of action.

- Develop a strong working relationship with your facilitator and CST members, they are your primary support for planning and implementation
- Become acquainted with foundational materials
    - Review (and complete when ready) the DCI-MTSS Implementation Practice Profile and the DCI-MTSS Implementation Inventory
    - Use the DCI-MTSS invoice to help plan for key data collection windows

- Review the Administrator's Guide to Coaching, which provides valuable insights into how both internal and external coaching is key to a district's success
- Review existing resources from DCI (https://www.moedu-sail.org/mtss/), MO SW-PBS (https://pbismissouri.org/), and the DESE Literacy Initiatives (https://dese.mo.gov/college-career-readiness/literacy) to guide you to the most appropriate practices for your district's chosen focus areas

SECTION 2 Implementation Support

As mentioned previously, the DCI-MTSS Framework is an integration of academic and behavioral systems. Participating districts receive "implementation support" to create an MTSS that best meets their unique needs through a blending of the practices and supporting materials of each domain (instruction, behavior, literacy); professional development (coaching, training, online learning); and a statewide system of support. The graphic below illustrates these key implementation supports.



Content

Professional learning modules with supporting materials have been developed from existing research on the three DCI-MTSS domains: instruction, behavior, and literacy. Modules are designed to be practical and actionable, enabling educators to implement strategies effectively. Learning modules ensure that instruction and interventions are not only evidence-based but also adaptable to diverse educational contexts.

The DCI-MTSS District Implementation Practice Profile and the DCI-MTSS District Implementation Inventory provide districts with a with a holistic view of the DCI-MTSS Framework in action. These documents help districts assess their current implementation levels and identify areas for improvement, thus ensuring that the professional learning modules are not implemented in isolation but are embedded within an integrated system, facilitating consistency across different domains.

Professional Development

Professional development is delivered through training, coaching, and online learning. Products specific to DCI-MTSS have been, and continue to be, developed. A detailed description of current and "in process" products can be found on page 11. Your CST facilitator and team members will guide you to the most appropriate products. Professional development materials (learning modules, PowerPoints, handouts, Coaching Companion resources, etc.) and websites from instruction, behavior, and literacy specific domains provide additional support.

Statewide Support

DESE provides Statewide Support to participating districts through a partnership with MoEdu-SAIL; Missouri Schoolwide Positive Behavior Support; DESE Literacy Initiatives; and the Missouri Regional Professional Development Centers. Training and coaching are provided through Coaching Support Teams, comprised of members from RPDCs, widening the breadth of available expertise in effective teaching and learning practices (general and special education), behavioral practices (positive behavior supports), literacy practices, leadership, data, technology, and educational systems change.

Online learning consists of DESE endorsed professional learning materials. Examples include the following.

- Professional learning modules with PowerPoints and accompanying handouts, including existing products and website support from each domain focus area
- Coaching resources
- Walkthrough/Look For Tools
- The DESE Virtual Learning Platform

These professional learning resources, available online, can be used in partnership with your CST or independently by districts wanting to provide their own in-house professional development.

SECTION 3 The DCI-MTSS Framework

Why MTSS?

Research on MTSS in schools consistently highlights its effectiveness in improving student outcomes by providing a structured, comprehensive, data-driven approach to addressing both academic and behavioral needs. When implemented with fidelity, MTSS leads to significant gains in academic achievement, reduces disciplinary referrals, and fosters a more positive and inclusive school climate.[1] This approach not only supports individual student success but also promotes collaboration among educators; facilitates the integration of general and special education; and promotes the consistent use of evidence-based practices.[2,3]

One of the strengths of MTSS is its focus on early intervention and prevention. By addressing academic and behavioral challenges as soon as they emerge, MTSS helps prevent the escalation of student difficulties into more severe problems. Early identification and support are critical for students at risk of academic failure or behavioral difficulties, as it significantly improves long-term outcomes.[1]

The Framework

The DCI-MTSS Framework is grounded in the research on MTSS. At the center is a tiered system of support that meets the needs of each student across the domains of instruction, behavior, and literacy. What makes DCI-MTSS unique is the focus on the supporting contexts that are needed to sustain an effective tiered system model. The integration of a collaborative culture, data-based decision making, tiered systems, assessment, effective teaching and learning practices, and a focus on sustainability all play a crucial role to ensuring long lasting success and long-term impact within the DCI-MTSS Framework.

DCI-MTSS Framework Components Aligned to Modules

Collaborative Culture

- Collaborative Teams
- Common Philosophy and Purpose
- Clarifying Expected Behavior

Data-Based Decision Making (DBDM)

- DBDM
- DBDM for Behavior
- Foundations of Function-Based Thinking

Assessment

- Common Formative Assessment
- Universal Screening and Progress Monitoring (anticipated winter 2024)
- MO SW-PBS Student Identification Process for Behavior

Sustainability

- School-Based Implementation Coaching
- Collective Teacher Efficacy
- Systems Leadership
- Instructional Leadership
- Foundations of Systems Change
- Leadership for Behavior
- Family Partnerships (anticipated fall 2025)

Effective Teaching and Learning Practices (ELTPs) within Tiered Systems

Tier 1

- Developing Assessment Capable Learners
- Metacognition
- Reading 101 (located on VLP)
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Adolescent Literacy (located on VLP)
- Disciplinary Literacy Secondary (to be developed)
- Schoolwide Teaching Expected Behavior
- Schoolwide Encouraging Expected Behavior
- Schoolwide Discouraging Unexpected Behavior

Positive Behavior Support

- Classroom Expectations & Rules
- Classroom Procedures & Routines
- Classroom Encouraging Expected Behavior
- Classroom Discouraging Unexpected Behavior
- Classroom Active Supervision
- Classroom Opportunities to Respond
- Classroom Activity Sequencing & Choice
- Classroom Task Difficulty

Tier 2

- Reading Interventions for Struggling Readers (to be developed)
- Check-In, Check-out
- Social Skills Intervention Group
- Self Monitoring

Tier 3

- Intensifying Literacy Instruction (to be developed)
- Intensifying Behavior Intervention through Functional Behavior Assessment and Behavior Intervention Plans

Collaborative Culture

A collaborative culture is the backbone of DCI-MTSS. It fosters an environment where educators, administrators, specialists, and families work together to support student success. Collaboration ensures that all stakeholders have a voice in the decision making process, leading to more holistic and informed strategies for student support. By regularly sharing insights, data, challenges, and successes, teams can align their efforts, create consistency across interventions, and build a strong support network for students. This culture of collaboration also encourages professional growth, as educators learn from each other's expertise and experiences.

Data-Based Decision Making

Data-based decision making is an important aspect of a continuous improvement model. Through continuous data collection and analysis, educators can monitor student progress, identify those who need additional support, and evaluate the effectiveness of interventions. Data-based decision making ensures that decisions are informed by evidence rather than assumptions, leading to more targeted and efficient interventions. Data helps educators identify trends, predict potential challenges, and make real-time adjustments to interventions, making sure that students receive the right level of support at the right time.

Assessment

Assessment is a critical component of DCI-MTSS, providing the data necessary for decision making and tiered intervention. Universal screening assessments help identify students who may need additional support, while progress monitoring tools track the effectiveness of interventions over time. Diagnostic assessments, along with formative and summative assessments provide insights into both academic and behavioral needs and outcomes, allowing educators to adjust their strategies as needed.

Tiered Systems

The tiered approach in DCI-MTSS allows for differentiated levels of support based on student need. This structure supports educators in allocating resources efficiently and providing all students appropriate levels of support. By scaling interventions to match student needs, the tiered system prevents students from falling through the cracks and promotes equity in education.

The DCI-MTSS Framework consists of three tiers.

Tier 1: Universal Supports
This tier comprises the core universal curriculum and instruction provided to every student. Tier 1 is designed to meet the needs of the majority of students (approximately 80% or more) and is implemented schoolwide.

Tier 2: Targeted Interventions
Tier 2 provides additional support to students who need extra assistance beyond what Tier 1 provides, through targeted interventions. These interventions are typically delivered in small groups and concentrate on specific skills or areas of need. Students in Tier 2 also participate in Tier 1 support. In districts with a robust Tier 1, only about 15% or fewer students require Tier 2 interventions.

Tier 3: Intensive Interventions
Students who require even more support than Tier 2 receive intensive interventions in Tier 3. These interventions are individualized and may involve one-on-one instruction or small-group instruction with a high level of support. Students in Tier 3 also participate in Tier 1 support. In districts with a robust Tier 1, only about 5% or fewer students require Tier 3 interventions. It should also be noted that Tier 3 is not special education. Any student in the district may need Tier 3 support for literacy and/or behavior and not all students with disabilities may need the intensity of Tier 3 supports.

Effective Teaching and Learning Practices

Effective teaching and learning practices are foundational to DCI-MTSS. High-quality instruction in Tier 1 is essential for preventing academic and behavioral challenges. Educators employ evidence-based instructional strategies, differentiated instruction, and culturally responsive practices to meet the diverse needs of students both academically and behaviorally. These practices not only support student learning but also create a positive, inclusive classroom environment. In Tier 2 and Tier 3, specialized interventions are designed and implemented with the same rigor and attention to best practice.

Sustainability Approaches

As each district creates their system of support, there is an emphasis on sustainability, which is crucial for maintaining the effectiveness of DCI-MTSS over time. This includes building capacity among staff through ongoing professional development; creating opportunities for regular review and refinement of practices; and securing necessary resources for continued implementation. A sustainable MTSS framework is adaptable, allowing for changes based on new

evidence, shifting student demographics, or emerging needs within the school community. By embedding sustainability into the fabric of DCI-MTSS, districts are able to create a system of support that is both effective and responsive in the long term.

Collective Teacher Efficacy (CTE) and School-Based Implementation Coaching (SBIC) play essential roles in supporting the implementation of DCI-MTSS within educational settings. CTE fosters a shared belief among educators that they can positively impact student outcomes. Within the context of DCI-MTSS, this collective belief is crucial as it promotes a collaborative culture where teachers work together to identify student needs, implement interventions, and monitor progress effectively.

Likewise, SBIC enhances the fidelity of implementation by providing educators with personalized support and guidance. Through coaching, educators receive targeted feedback, develop new skills, and refine their instructional practices. Coaches support educators in implementing evidence-based interventions, analyzing assessment data, and adjusting instructional strategies based on student progress. This personalized support helps educators feel more confident in their ability to effectively implement instruction and intervention, leading to greater fidelity.

In summary, the integration of a collaborative culture; data-based decision making; assessment; tiered systems; effective teaching and learning practices; and sustainability approaches creates the robust DCI-MTSS Framework. These components work in concert to effectively support students academically and behaviorally.

Leadership

Working collaboratively within DCI-MTSS, leaders are able to evaluate impact, analyze options, and make adjustments that enhance educational effectiveness. Structured processes within DCI-MTSS facilitate decision making, streamline communication, and promote collaboration across all levels. Leadership is the driving force behind successful implementation and sustained improvement efforts.

Strong leadership ensures that initiatives are aligned with district goals and priorities, the necessary resources are allocated, and professional development opportunities are provided to maintain implementation fidelity. Moreover, effective leadership within DCI-MTSS actively cultivates a culture of continuous improvement. Leaders encourage data-driven decision making, where evidence from student outcomes, teacher performance, and program evaluations is used to refine practices and address challenges

proactively. By fostering a growth mindset, leaders empower educators and staff to innovate and take ownership of their roles in student success. This culture not only promotes accountability but also reinforces the commitment to ensuring that every student receives equitable, high-quality instruction and support.

In addition to internal collaboration, leaders also recognize that families are invaluable partners in the educational journey, and family involvement is crucial for student success. DCI-MTSS promotes open lines of communication, establishes collaborative relationships, and provides opportunities for meaningful engagement by families. This partnership between families and schools is key to building a supportive and inclusive environment where students can thrive both academically and emotionally.

SECTION 4 Key Domain Areas

Designed to support students' needs across various tiers of intervention, the DCI-MTSS Framework emphasizes three domain areas: instruction, behavior, and literacy, each of which plays a crucial role in fostering student success. The integration of these three domains forms the backbone of the DCI-MTSS Framework, providing a holistic approach to supporting student achievement.

Instruction

John Hattie, a renowned educational researcher, underscores the importance of creating assessment-capable learners in the classroom. These learners understand their own learning processes, can self-assess their progress, and set goals for improvement based on feedback. Hattie also advocates for providing students with opportunities to engage in metacognitive activities, such as reflecting on their learning strategies and monitoring their understanding. By fostering students' abilities to take control of their learning through self-assessment and goal setting, educators help them become more independent and successful learners.

Hattie's research also emphasizes the effectiveness of evidence-based instructional approaches. His book, Visible Learning: The Sequel (2023), synthesizes over 2,100 meta-analyses on factors influencing student achievement, offering valuable insights into effective educational practices.[4] Evidence-based approaches can significantly impact student learning outcomes. Incorporating these practices into teaching creates a more engaging and effective learning environment.

A key evidence-based approach highlighted by Hattie is formative assessment, which involves continuously gathering information on student learning to inform instructional practices and provide targeted support. Regularly assessing student understanding and adjusting instruction based on their needs helps students stay on track and make consistent progress. Formative assessment strategies not only engage students but also promote a deeper understanding of the material. Through the clear articulation of learning goals, provision of feedback, and encouragement of students in understanding their own learning process, teachers create a culture of transparency

and accountability. This approach helps students develop a clearer understanding of the material and take ownership of their learning outcomes.

Guiding Questions for Instructional Planning

How can we create a dynamic and engaging learning environment that motivates students to succeed?

In what ways can we promote a culture of transparency and accountability in the classroom?

What evidence-based instructional practices can we incorporate into our teaching to support student learning?

How can we clearly communicate learning goals and expectations to our students?

How can we empower students to become more self-assessing learners and take ownership of their learning outcomes?

What resources and support can we provide to help students develop deeper understanding of the material?

How can we encourage students to reflect on their learning process and set learning goals?

What strategies can we use to provide timely and constructive feedback to guide student progress?

How can we effectively assess student understanding and adjust instruction accordingly?

How can we involve students in the assessment process and encourage them to use feedback to improve their learning?

Behavior

Behavior Instruction

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework that focuses on promoting positive behaviors, preventing challenging behaviors, and providing targeted interventions for students in need of this type of support. In the context of DCI-MTSS, PBIS provides a structured approach to address behavioral needs at all levels of intensity.[5,6] This approach, grounded in the science of behavior, emphasizes understanding and influencing

human behavior through the application of behavioral principles. Rooted in the study of how behavior is learned, maintained, and changed, PBIS emphasizes the role of environmental factors and reinforcement in shaping behavior. By systematically analyzing and applying these principles, educators can design interventions to promote expected behaviors and reduce unexpected behavior.

Universal instruction for behavior focuses on the development of clear and consistent behavior expectations, the teaching of these expectations to all students, and the acknowledgment and reinforcement of expected behavior. By establishing district-wide behavioral expectations and teaching students the skills needed to meet these expectations, the district creates a common language and understanding around behavior. This approach also reinforces a culture of respect, responsibility, and safety throughout the school environment.

Behavior Assessment

Behavior assessment involves regular data collection and analysis to monitor behavior trends, identify areas for improvement, and make informed decisions to enhance the effectiveness of instruction.

Universal Screening helps to identify students who may be at risk for behavioral issues and require additional support. Screening tools assess the behavioral climate of the entire school or classroom and monitor key indicators of student need. Information gained from office discipline referrals, absences, and school climate surveys, for example, guides both decisions regarding further assessment and the planning of interventions.

Diagnostic Assessment goes deeper into understanding the specific functions of behavior along with the needs and challenges of individual students identified through universal screening. For students needing more targeted support, behavior diagnostic assessments involve focused data collection and may include observations, behavioral rating scales, and functional behavior assessments (FBAs) to identify specific behavioral concerns and their underlying causes.

Progress Monitoring starts with establishing clear, measurable behavioral goals and using various assessment tools such as behavior rating scales, direct observations, and frequency counts to monitor changes over time. Educators regularly review this data to determine whether interventions are achieving desired outcomes or if adjustments are needed.

MTSS for behavior leverages behavioral principles to foster positive behaviors and mitigate challenging ones. Assessments for behavior ensure that interventions are tailored, responsive, and continually improved based on data. This comprehensive approach enhances the overall well-being of students and cultivates a respectful, responsible, and safe school environment.

Guiding Questions for Behavior Planning

How can we plan and implement a proactive and preventative approach that will increase the likelihood more students will demonstrate expected behavior?

How can we effectively assess students' current behavior and monitor progress over time?

What data-driven practices can we implement to personalize interventions and support individual student needs?

How do we adjust intervention intensity and duration based on ongoing profess monitoring data?

How do we consistently evaluate the effectiveness of our behavior interventions and make data-informed decisions for continuous improvement?

What professional development opportunities and resources are available to enhance educators' behavior instruction, skills, and knowledge?

Literacy

Literacy Instruction

The Science of Reading is an instructional approach rooted in extensive research on how the brain learns to read. It focuses on the critical components of literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.[7] This approach underscores the necessity of teaching these skills in a structured and systematic manner, ensuring that students develop a strong foundation in decoding words and understanding text.[8] It also highlights the importance of early intervention, using data-driven

assessments to identify and support struggling readers before gaps widen. Effective literacy instruction necessitates the direct, systematic, and explicit teaching of reading skills.[9]

Literacy Assessment

In an MTSS framework, universal screening, diagnostic assessment, and progress monitoring play crucial roles in effectively identifying and supporting students who may also have varying literacy needs.

Universal Screening involves assessing all students at specific grade levels to quickly identify those who may be at risk for reading difficulties. It helps educators identify struggling readers early on, allowing for timely intervention and support. Through universal screening, educators can gather data on students' reading skills and abilities, enabling them to make informed decisions about appropriate instructional approaches and interventions.

Diagnostic Assessment provides detailed information about students' strengths and weaknesses in literacy, helping educators tailor interventions and instruction to meet each student's unique needs. Diagnostic assessments help pinpoint the root causes of reading difficulties, allowing for targeted support and personalized learning plans.

Progress Monitoring is essential for tracking students' literacy growth and evaluating the effectiveness of interventions over time. By regularly assessing students' literacy progress, educators can determine whether interventions are working and make data-informed decisions about adjusting instructional strategies as needed. Progress monitoring helps teachers ensure that students are making adequate progress towards both reading and literacy proficiency. It also enables educators to make evidence-based decisions about intervention intensity and duration.

Overall, the combination of universal screening, diagnostic assessment, and progress monitoring in the DCI-MTSS Framework provides a comprehensive approach to identifying, supporting, and monitoring students' reading development.

Guiding Questions for Literacy Planning

What are the specific literacy goals and objectives for our students?

How can we create a positive and supportive literacy environment that fosters a love for reading and promotes academic growth?

How can we structure our literacy instruction to accommodate diverse learning styles and abilities?

What evidence-based instructional strategies and resources can we incorporate to promote reading fluency and comprehension?

How can we effectively assess students' current literacy skills and monitor their progress over time?

What data-driven practices can we implement to personalize interventions and support individual student needs?

How do we adjust intervention intensity and duration based on ongoing progress monitoring data?

How will we consistently evaluate the effectiveness of our literacy interventions and make data-informed decisions for continuous improvement?

How can we collaborate with other educators, specialists, and families to ensure comprehensive support for students' reading development?

What professional development opportunities and resources are available to enhance educators' literacy instruction skills and knowledge?

SECTION 5 Systemic Change

The work of SISEP (State Implementation and Scaling-up of Evidence-based Practices) has identified considerations for and qualities of effective systems change. Implementation Stages and Implementation Drivers describe what effective implementation looks like and how to get there (https://sisep.fpg.unc.edu/). District and Building Leadership Teams, together with the CST, work closely with educators to guide the MTSS implementation process, as well as align and support the components of the educational system as it matures across the stages of implementation.

Implementation Stages

Implementation Stages address changing structures and conditions to successfully implement and sustain a new practice or program. The Implementation Stages describe the steps for a district to move from the adoption stage to full implementation.

Exploration and Adoption

In these two stages, a district identifies a need for change, determines the practices that are likely to meet that need, and decides to move ahead with the implementation process. Participating districts begin by reviewing current strengths and needs regarding effective educational practices across the DCI-MTSS Framework.

Guiding Questions for Exploration and Adoption

What do we currently have in place that is effectively supporting student learning?

What do we currently have in place that is supporting effective instruction?

How do we know our practices are effective?

What do educators need in order to improve instruction?

What does our professional development (PD) system look like (coaching and training)?

Is PD meeting educator needs? How do we know?

Do we know the current level of implementation fidelity in our organization?

Program Installation

This stage establishes an environment supportive of implementation. The goal of this stage is to build your district's capacity to implement the new practices that have been selected. Building capacity requires examining and strengthening the system components necessary to ensure success.

Guiding Questions for Program Installation

At the district level, what do we need to put into place to support building-level implementation of DCI-MTSS practices?

What resources, guidance, policies, support, etc. are needed for consistency across the district? Are there unique pockets of needs within the district?

How can we best communicate the new practices and establish ownership for effective implementation?

How will we communicate expectations for participation and or implementation?

Initial Implementation

The goal of initial implementation is to put the selected new practices in place and work towards implementation with fidelity. The current status of practices and procedures has been analyzed and the "getting-ready" work has been completed. Professional development is provided, and educators begin implementing the practices. It is important to monitor these early steps for fidelity and identify support needs that emerge.

Guiding Questions for Initial Implementation

Are initial implementation steps proceeding as expected?

What needs for resources or support are emerging?

Which aspects of the DCI-MTSS Framework show promise for being effective and which need to be revisited?

What district-level considerations need to be addressed prior to the full operation stage?

Do teachers and students find the EBP practical and easy to use?

Do the EBPs address issues associated with educator concerns?

Do educators believe the EBPs make a positive difference in student outcomes?

Full Operation

A district has reached the Full Operation stage when the DCI-MTSS Framework is implemented with fidelity in all buildings.

Guiding Questions for Full Operation

Is fidelity of implementation being met? If not, what resources and supports are needed to improve fidelity?

Which aspects of the framework have proven effective, and which require revision?

Innovation and Sustainability

Innovation is the stage at which the model has been fully implemented and sufficient data has been gathered. Data are analyzed and interpreted and, based on interpretations of the data, modifications, additions, and subtractions are made to the model. The ultimate goal is a sustainable model of services and supports that provides a valid, reliable, and evidence-based approach to responding to the educational needs of all of students. In this stage, districts implement effective practices and make data-driven decisions, while being mindful of the changing dynamics of enrollment and support needs.

Implementation Drivers

The National Implementation Research Network (NIRN) also identifies infrastructure components essential for adopting and fully implementing an evidence-based practice. Referred to as "drivers," these components address competencies important for implementation, organizational capacity to support the development of new practices, and leadership for systems change (https://nirn.fpg.unc.edu/).

Competency Drivers

Competency Drivers are key competencies or skills needed to effectively implement evidence-based practices in real-world settings. These competencies help drive successful implementation efforts and ensure that interventions are delivered with fidelity and achieve desired outcomes.

Selection. Matching staff knowledge, skills, and abilities to expected performance is essential for launching and maintaining implementation of new practices.

Training and Coaching. Teachers, administrators, and other education staff need support as they learn how to apply new practices in daily settings. Through coaching, teachers, administrators, and other education staff receive job-embedded guidance, observation, and feedback.

Fidelity/Performance Assessment. DCI-MTSS includes high-leverage practices for impacting student achievement. In order to achieve exceptional outcomes, the practices need to be implemented with fidelity. By employing monitoring strategies, districts can ensure that instructional practices are being implemented with fidelity and make informed decisions to support continuous improvement.

Guiding Questions for Competency Drivers

Who are the people involved in DCI-MTSS at all levels? Do they have the appropriate experience, expertise, and time?

What information about DCI-MTSS do people need? How are they going to learn it? What effort, materials, format, time, and sequence are required?

Is DCI-MTSS being implemented with fidelity? Which components are occurring with fidelity and which are not?

Organization Drivers

Organization drivers refer to key factors within an organization that influence the successful implementation of practices, programs, or policies. These drivers can include leadership support; staff buy-in; organizational culture; resource allocation; communication strategies; training and professional development; monitoring and evaluation systems; and stakeholder engagement. By understanding and addressing these organizational drivers, districts can facilitate the effective adoption and sustainability of desired changes.

Decision-Supported Data Systems. For data-informed decisions, multiple types and sources of data are important. Data must be reliable and accessible. The collection and review of data should be built into daily educational routines and processes.

Administration and Systems. To insure continuous improvement the district will need systems to address the following.

- Identify and address challenges
- Form clear communication protocols and feedback loops
- Develop and adjust policies and procedures
- Reduce system barriers to implementing the program as intended

Leadership. Effective leaders employ both technical and adaptive strategies, use data effectively, and form collaborative processes for addressing ongoing implementation hurdles.

Together, the drivers are evident and integrated in effective implementation. They are co-occurring, complementary, and compensatory. Strengths in one driver can minimize the effects of a weaker driver. For more information about implementation stages and drivers, see the Implementation Research Network's Active Implementation Hub (https://implementation.fpg.unc.edu). This website includes online modules for each component of implementation.

Guiding Questions for Organization Drivers

What information do we need to make data-based decisions about DCI-MTSS overall? About the components of DCI-MTSS?

What system level of support is needed to keep DCI-MTSS in motion? To move DCI-MTSS forward?

To what extent are we aligning our DCI-MTSS work to other requirements and expectations?

Do educator leaders employ effective strategies for supporting ongoing implementation?

What support will improve the use of data and collaborative processes?

SECTION 6 In the Districts

DCI-MTSS Teams

DCI-MTSS is dependent on effective teams at all levels. District, building, and collaborative teams each have roles in guiding and supporting implementation. Rather than establish new teams for DCI-MTSS, districts are encouraged to integrate team responsibilities into an already existing team.

District Leadership Team

The District Leadership Team (DLT) is comprised of district-level administrators; district-wide coaches; curriculum and assessment leaders; professional development coordinators; and other instructional and administrative leaders. This team supports implementation in the following ways.

- Using data to inform district-level policy and evaluate district-level systems
- Providing support for assuring the implementation drivers are addressed within each building
- Providing adaptive and technical solutions essential for sustaining and scaling-up the DCI-MTSS Framework across the district
- Monitoring implementation progress and addressing challenges at the district level, which affect building-level implementation
- Collaborating with Building Leadership Teams to gain insight into the effectiveness of implementation and challenges shared across the district

Building Leadership Team

The Building Leadership Team (BLT) is comprised of building-level administrators, teacher leaders, instructional coaches, and others integral to the overall building-level system. This team supports implementation in the following ways.

- Using data to inform building-level policy and evaluate building-level systems
- Addressing the implementation drivers in the building context

- Providing adaptive and technical solutions essential for sustaining and scaling-up the DCI-MTSS Framework and Practices within the building
- Monitoring implementation progress and addressing challenges at the building level
- Collaborating with District Leadership Team and Collaborative Teams to share insight into the effectiveness of implementation and challenges occurring in the building

Collaborative Teacher Teams

Collaborative Teams focus on student level implementation. They can be designed in a variety of ways depending on the size and needs of the district (grade level, grade spans, like content, etc.). By fostering collaboration and communication across the district, these teams ensure a well-rounded approach to professional development and implementation strategies. Collaborative Teams support implementation in the following ways.

- Collaborating to analyze student data and identify academic and behavioral needs
- Implementing evidence-based practices, interventions, and strategies to support student success
- Monitoring student progress and adjusting interventions as needed
- Providing targeted support and resources to students who require additional assistance
- Engaging in professional development to enhance instructional practices and behavior techniques
- Sharing best practices and resources to promote a culture of collaboration and continuous improvement in teaching and learning

Alignment

Educators are faced with recurring challenges of implementing, sustaining, and evaluating multiple practices, systems, and policies simultaneously. Being purposeful about developing a process for aligning, monitoring alignment, and sustaining alignment is an important function of district-level and building-level leadership. In a recent Technical Guide for Alignment,[10] the National Technical Assistance Center on Schoolwide Positive Behavior Supports outlines steps for aligning practices and initiatives. Drawing from

this technical guide, the steps below outline a process for reviewing current initiatives and aligning the DCI-MTSS Framework with current practices and systems shown to be effective for improving student achievement.

1. Assess current initiatives
    - Define the valued outcome to be achieved
    - Develop an inventory of related systems, initiatives, and practices currently implemented across the district
    - Identify the practices and initiatives to be aligned and determine common features
    - Identify the system features supporting the initiative or practice
    - Design a plan for aligned implementation, including collection of data, evaluation, and professional development
2. Adopt formal alignment process
    - Design protocols for considering the adoption of new practices within alignment to current, effective practices
    - Enable a team to monitor the effectiveness of alignment and lead the consideration of new practices as needs arise

De-Implementation

As you consider which strategies your district should adopt in order to ensure high levels of academic and behavioral outcomes for students, it may also be helpful to objectively evaluate existing practices supporting student growth. In doing so, you may discover ineffective practices which, if completely or partially removed result in streamlined instruction and improve academic outcomes. Additionally, this thoughtful evaluation demonstrates to teachers that their time is valued.

Peter DeWitt defines de-implementation as the process of abandoning practices that offer little value. DeWitt suggests educators evaluate which strategies are working and which are not. Educator workload is high and consideration of deimplenentation can help educators focus on the practices that will have a stronger impact on student learning. DeWitt states that “de-implementation should be considered as a strategy to begin finding well-being within our positions as teachers and leaders.”[11]

SECTION 7 Practice Profiles

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile 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.

Practice Profiles are useful for understanding a program/practice, planning for implementation, providing feedback or coaching, and self-monitoring progress toward a goal.

DCI-MTSS District Implementation Practice Profile

The DCI-MTSS District Implementation Practice Profile (page 41) outlines the broad criteria for implementation of the DCI-MTSS Framework 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 varying aspects of implementation.

SECTION 8 Data Informed Process

Data elements at all stages and levels of implementation will inform the design of the processes and systems and impact sustainability. These data elements include self-assessment, observation, implementation inventories, student achievement, and other qualitative data such as artifacts, process documents, and protocols.

District-Level Data Elements

DCI-MTSS District Implementation Inventory

The DCI-MTSS District Implementation Inventory (page 48) helps districts establish "where they are now." The DCI-MTSS District Implementation Inventory is directly aligned with the DCI-MTSS District Implementation Practice Profile and is a key tool for district action planning. It should be completed by the District Leadership Team collaboratively with the CST facilitator and, alongside the DCI-MTSS District Practice Profile, provides information about current status and helps districts identify recommended next steps.

- Develop a collaborative culture and climate that builds capacity for an outcomes-driven approach to school improvement
- Develop an assessment system designed to support educational teams in making informed instructional and programmatic decisions that support improved student outcomes
- Develop a tiered system of supports that provides efficient, effective, and equitable allocation of resources to support all students
- Engage in cycles of data-based decision making
- Select and align effective teaching and learning practices to increase the probability that instruction, interventions, and supports meet the needs of all students
- Provide staff with ongoing professional development to ensure the integration and sustainability of the district's continuous improvement efforts

District Systems Fidelity Inventory

The District Systems Fidelity Inventory (DSFI) from the National Center on PBIS[12,13] (https://pbismissouri.org/) is a tool designed to assess how well a school district is implementing PBIS practices with fidelity. The inventory includes criteria and indicators that measure the extent to which a district's policies, procedures, and practices align with the core principles of PBIS. By completing this inventory, districts can evaluate their implementation progress, identify areas of strength and areas needing improvement, and make informed decisions about how to enhance their PBIS implementation to better support students' behavior and social-emotional well-being.

Building-Level Data Elements

Reading Assessment (Universal Screening Tool)

In all participating buildings, students K-8 will participate in universal screening assessments, as written in their district literacy plan. Districts use universal screening data for literacy to identify students who may be at risk for reading difficulties or delays. By administering universal screenings to all students at regular intervals, districts can gather data on various literacy skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. This data allows educators to monitor students' progress, identify patterns or trends in literacy performance, and provide timely interventions to support struggling learners. Additionally, universal screening data helps districts make data-driven decisions to allocate resources effectively, monitor the impact of literacy interventions, and adjust instructional strategies to meet the diverse needs of all students. Overall, the use of universal screening data for literacy enables districts to promote early intervention, improve literacy outcomes, and ensure that all students have the necessary skills for academic success. For information on approved assessments, see the DESE website for DESE-approved literacy assessments.

Office Discipline Referrals

Districts use office discipline referrals (ODRs) as a tool to track and monitor student behavior incidents in schools. When students exhibit major behavior that goes against school policies or rules, teachers or staff document these incidents on office discipline referrals. By collecting this data, school districts can identify students who need Tier 2 or Tier 3 support, patterns of behavior, track trends in disciplinary issues, and pinpoint areas of concern that may require additional support or intervention. Office discipline referrals also help educators to address behavior issues promptly, implement appropriate interventions, and support students in developing

positive social, emotional, and behavioral skills. Data from office discipline referrals can inform the development of targeted behavior interventions, guide professional development opportunities for staff, and ensure a safe and respectful learning environment for all students.

Collaborative Work Implementation Survey

DCI-MTSS districts use the Collaborative Work Implementation Survey (CWIS). The CWIS contains 26-items designed using a five-point Likert scale to measure the extent to which academic-focused processes and practices are in place. Additionally, 16-items have been added to the CWIS that measure the extent to which elements essential to the DCI-MTSS Framework are being implemented at the building-level.

CWIS administration is crucial for a district's commitment to DCI-MTSS work. The results from the CWIS are important in planning for effective professional development for DCI-MTSS practices concerning academic practices and instructional systems. They help identify district- and building-wide perceptions of strengths and weaknesses pertaining to DCI-MTSS academic and instructional system practices. Using CWIS data, District Leadership Teams can work with CST facilitators to identify district-wide goals. The CWIS should be administered twice the first year – early on for baseline and again in the spring. Subsequently districts will take it yearly in the spring.

Self-Assessment Survey

The Self-Assessment Survey (SAS)[12,13] is a 49-item instrument that measures the perceptions of all staff members regarding the school's fidelity of implementation of schoolwide positive behavior support. For each item, respondents indicate how much of a priority the item is for the building's current implementation stage from high, medium, to low. This survey measures the degree to which behavior-focused processes and practices are in place at the building-level.

SAS administration is crucial for a district's commitment to DCI-MTSS work. The results from the SAS are important in planning for effective professional development concerning behavior-focused DCI-MTSS practices. Results help identify building- and district-wide strengths and weaknesses regarding DCI-MTSS behavior practices. Using SAS data, District Leadership Teams can work with CST facilitators to identify district-wide goals. It is recommended that districts administer the SAS twice the first year–early the first year for a baseline and again in the spring. After the first year, the SAS is taken yearly in the spring.

Tiered Fidelity Inventory

The Tiered Fidelity Inventory (TFI)[14,15] is a self-assessment questionnaire completed by building leadership teams, to assess their fidelity of implementation of positive behavior support across the tiers. It includes items related to each of the three MTSS tiers (universal, targeted, and intensive). Each item on the TFI is scored based on the level of implementation (not implemented, partially implemented, fully implemented), providing a quantitative measure of fidelity for each tier. By analyzing the TFI results, teams can identify strengths and weaknesses in their PBIS implementation, allowing them to prioritize areas for improvement and allocate resources effectively. The TFI can also be used periodically to monitor progress over time, track implementation fidelity, and make adjustments to action plans as needed.

Pre/Post Knowledge Checks

Professional learning modules contain pre and post knowledge checks. Districts can use pre/post knowledge checks for professional development to assess the effectiveness of training sessions and workshops in enhancing educators' understanding and skills. Before the training, participants complete a pre-knowledge check to gauge their existing knowledge and identify areas for improvement. This helps trainers tailor the content to meet the specific needs of the participants and helps participants identify their current understanding of a practice. Following the training, a post-knowledge check is administered to measure the impact of the professional development and evaluate the extent to which educators have gained new knowledge and skills. By comparing pre and post-assessment results, districts can determine the success of the professional development and make adjustments for future training.

Self-Assessment Practice Profiles

The Self-Assessment Practice Profile (SAPP), an online tool for individual and team-based analysis of Practice Profiles, can be found on the VLP (https://apps.dese.mo.gov). Through the use of this tool, individual educators as well as teams of educators indicate their level of implementation as they complete a questionnaire aligned to each item on a specific Practice Profiles. Districts select specific SAPP assessments and times for educators to complete a SAPP, depending on their areas of focus for the year. After completing the SAPP questionnaire, a dashboard of results can be accessed, and reports can be downloaded. Through these reports, an administrator can see a collective view of the SAPP results across the team, grade level, or other administrator-determined group of educators. Reports

can be used for collective planning among all levels of educators. Administrators are encouraged to use the SAPP more than once per year to gain insight about collective progress on focus areas and as a coaching or reflective tool.

Data Elements Submission Timeline

The timeline on page 37 will assist districts in planning not only their DCI-MTSS action plan, but also for invoice preparation.

Data Elements Submission Timeline

O-Optional Task | **R**-Required Tasks

Fall Data Windows
Aug 1-Sep 30
- [O] Collaborative Work Implementation Survey (CWIS)
- [O] Self-Assessment Survey (SAS)
- [O] Tiered Fidelity Inventory (TFI)

Ongoing
- [R] DCI-MTSS Implementation Inventory
- [O] DCI District Implementation Survey and District Systems Fidelity Inventory (DSFI)
- [R] Professional Learning Modules and Post-Knowledge Checks
- [R] Self-Assessment Practice Profile
- [R] Monitor Implementation of DCI-MTSS
- [R] ODRs (due monthly on the 15th of following month or by semester by invoice due date)
- [R] Reading Assessments
- [O] Annual Site Visit and Summer Events

Spring Data Windows
- [R] CWIS
  Mar 1-31
- [R] SAS
  Jan 27-Mar 31
- [R] School Climate Survey (SCS)
  Jan 1-Jun 10
- [R] TFI
  Jan 27-Mar 31
- [R] Building Leadership Team (BLT) Survey
  Mar 1-End of School Year

AUG

SEP

Due September 30
- [O] CWIS
- [O] SAS
- [O] TFI

OCT

Due October 31
- [R] Reading Assessment Data- Fall

NOV

DEC

Due January 15
- [R] Office Discipline Referrals (ODRs)- Fall
- [R] Invoice Due to DESE- Fall

JAN

Due February 15
- [R] DCI-MTSS Distric Implementation Inventory
- [O] DCI District Implementation Survey
- [O] District Systems Fidelity Inventory (DSFI)

FEB

MAR

Due March 31
- [R] CWIS and/or
- [R] TFI and/or
- [R] SAS

APR

Due May 15
- [R] Reading Assessment Data- Spring

MAY

Due June 10
- [R] SCS

Due June 15
- [R] BLT Survey
- [R] ODRs- Spring
- [R] Invoice Due to DESE- Spring

JUN

SECTION 9 Implementation Support

The People Supporting Your District

Coaching has proven to be essential for transferring new knowledge and skills into practice. Research has shown implementation with fidelity to dramatically improve with coaching. When districts embed coaching into their ongoing professional learning, both the quality of teaching and results for students improve.

Coaching Support Teams

Coaching Support Teams provide ongoing contact and support to DCI-MTSS districts. A CST is made of professionals with expertise in areas of leadership, school culture, academics, literacy, social/behavior, special education, data, technology, assessment, communication, accountability/MSIP, and systems change. CSTs work closely with District Leadership Teams to support and increase a district's capacity to build an evidence-based system that is sustainable over time.

The partnership between the CST and DCI-MTSS districts involves the following.

- Supporting district leadership in a cohesive, integrated district plan of professional development to deepen implementation of DCI-MTSS.
- Assisting districts to embed DCI-MTSS evidence-based educational practices within the district context.
- Creating, identifying, and providing coaching on DCI-MTSS Practices.

Districts are grouped by cadre with other districts allowing for greater consistency of support, problem solving, and the opportunity to share both successes and struggles.

A CST facilitator provides leadership for the cadre and the Coaching Support Team. In addition to the relationship with the CST facilitator, each district is assigned a mini-team of consultants. This mini-team is chosen based on the unique needs of a district and provides consistency of relationships from previous years (when possible) and the necessary expertise for a given district. Make-up of these teams may be adjusted as a district progresses and their focus changes.

Districts can expect their primary communication regarding implementation processes and support to be with their CST facilitator.

Regional Professional Development Centers

The nine Regional Professional Development Centers (RPDCs) continue to be a resource for addressing training needs. DCI-MTSS partners closely with the RPDC Directors who are integral to the CST process. As the CST and the district identify needs for training, the facilitator will reach out to a member of the CST (an RPDC consultant) holding the needed expertise to provide training.

Missouri DESE

The Missouri Department of Elementary and Secondary Education (DESE) aims to facilitate the development and implementation of a statewide system of effective evidence-based educational practices to support districts and buildings to achieve exceptional outcomes for all students. DESE provides various supports for active engagement and implementation of the process with fidelity.

- A system for coordination of training and coaching for the districts within a job-embedded environment
- A system for development of school-based implementation coaching, at the district and building levels
- Resources and supports to allow the districts to participate
- On-site technical assistance and observation visits
- Opportunities for cross-district collaboration and sharing

The Materials

Professional Learning Modules

Research shows that conventional forms of professional development (i.e., one-shot workshops and conferences) do not provide the support needed to improve teaching practices. Effective professional development needs to be authentic and ongoing. Furthermore, professional development should address adult learning methods to ensure effectiveness through levels of instruction (i.e., introduce, illustrate, practice, evaluate, reflect, and master).[16,17,18] A Professional Learning Module (PLM) is a focused approach to professional development content that addresses adult learning principles, upholds specific characteristics of high-quality Professional Development, and focuses on implementation at the classroom level. DCI-MTSS facilitators and CST members have expertise in the coaching and training of these modules with fidelity.

Website Support

As mentioned earlier, websites and existing products from each component are excellent resources, containing a wealth of information.

- MoEdu-SAIL (https://www.moedu-sail.org/mtss/)
- Missouri Schoolwide Positive Behavior Support (https://pbismissouri.org/)
- DESE Literacy Initiatives (https://dese.mo.gov/college-career-readiness/literacy)

Virtual Learning Platform

The materials in the Virtual Learning Platform, including the online learning modules, are organized to provide maximum flexibility of access for all users, from totally self-selected to highly directed and structured. While the type of user may vary, one of the major benefits of the VLP is that any users has access to all course materials at any time. Administrators, coaches, and/or professional development providers may use the materials in the VLP to assign certain modules to specific educators or teams. Individual teachers may choose modules on topics that are of interest to them. A district/building may decide to learn and implement content from the VLP without outside support, or a district may request coaching and technical assistance in several content areas such as DCI-MTSS through DESE and/or their RPDC. Below is a screenshot of the Dashboard.

DCI-MTSS District Implementation Practice Profile

DCI-MTSS District 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.			
A. The District Leadership Team (DLT) works collaboratively to implement continuous improvement by meeting 9/9 the following criteria. • 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	A. The DLT works collaboratively to implement continuous improvement by meeting 7/9 of the exemplary criteria, including the following. • 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	A. The DLT works collaboratively to implement continuous improvement by meeting 5/9 of the exemplary criteria including the following. • 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	A. The DLT meets less than 5 of the exemplary criteria.

DCI-MTSS District Implementation Practice Profile			
Exemplary Implementation	**Proficient**	**Close to Proficient**	**Far from Proficient**
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. • 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	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. • A process for selecting, reviewing, identifying, and de-implementing ineffective initiatives or programs	B. The DLT uses a protocol to review all district work, initiatives, and programs. The protocol consists of 1/3 of the exemplary criteria.	B. The DLT does not have a protocol to review district work, initiatives, and programs.
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. • 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	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. • 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)	C. The DLT annually develops and uses an action plan. This action plan meets 5/9 of the exemplary criteria and includes the following. • Contains annual measurable goals and outcomes matched to data sources • Includes action steps with an implementation timeline	C. The DLT does not use an action plan or has an action plan that meets fewer than 5 of the exemplary criteria.

DCI-MTSS District 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.			

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.
• District tools for
  • 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
	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.
	• District tools for
	  o 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
		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.	A. The DLT has an assessment system that meets less than 5 of the exemplary criteria.

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. • Notifying learners and their families of assessment purposes, frequency, and dates • Offering support to learners and their families on how to interpret assessments	B. The DLT has developed a process to ensure learners and families are informed about assessments. The process includes the following criteria. • Notifying learners and their families of assessment purposes, frequency, and dates.	B. The DLT does not have a formal process and relies on educators to inform families about assessments, purposes, frequency, and dates.	B. Families are not informed about assessments, purposes, and dates.

DCI-MTSS District 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.			
A. The DLT maintains an ongoing cycle of data-based decision making that includes 9/9 of the following criteria. • 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	A. The DLT maintains an ongoing cycle of data-based decision making that includes 7/9 of the exemplary criteria and includes the following. • 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	A. The DLT maintains an ongoing cycle of data-based decision making that includes 5/9 of the exemplary criteria and includes the following. • Analysis of data related to outcomes and progress • Analysis of needs and progress of all students, with explicit consideration for special populations	A. The DLT does not have a cycle of data-based decision making or their cycle meets less than 5 of the exemplary criteria.
B. The DLT supports building and collaborative teams in on-going data-based decision making by meeting 4/4 of the following criteria. • 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	B. The DLT supports building and collaborative teams in on-going data-based decision making by meeting 3/4 of the exemplary criteria.	B. The DLT supports building and collaborative teams in on-going data-based decision making by meeting 2/4 of the exemplary criteria.	B. Building and collaborative teams meet less than 2 of the exemplary criteria.

DCI-MTSS District 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.			
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. • 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	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. • 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	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. • A description of the continuum of interventions and practices at all education levels	A. The tiered system of support meets less than 4 of the exemplary criteria.
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. • 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	C. The DLT has developed a process for buildings to engage families as meaningful stakeholders in the implementation of the tiered system of support.	B. The DLT has general information for families related to the tiered system of support.	B. The DLT has not yet developed information for families related to the tired system of supports.

DCI-MTSS District 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.			
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. • 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	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. • 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)	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.	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.
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. • 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	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.	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.	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.

DCI-MTSS District 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.			
A. The DLT works collaboratively towards the integration and sustainability of their continuous improvement efforts by meeting 9/9 of the following criteria. • 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	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. • 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	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. • Regularly reviewing learner data to determine successes • Making changes to the district action plan as guided by data	A. The DLT's integration and sustainability efforts meet less than 5 of the exemplary criteria.

DCI-MTSS Implementation Inventory

Directions: The DCI-MTSS Implementation Inventory should be completed by the facilitator together with the district leadership team. Start with an opening conversation about their district level work. During the conversation, work through the inventory, covering as many items as possible. It is helpful to take detailed notes. You may work backwards depending on the district. You might also start with where the district began and how things have gone since then.

Introduction				
What is the name of your district?				
What is the name of the district contact completing this survey?				
What is the date?				
Consider each of the following items.	**Use the dropdown to indicate current status**	**Type notes in this column**	**Is this item a focus area this year?**	**Consider these discussion points when completing the survey. They are aligned with the DCI-MTSS Implementation Practice Profile.**
Collaborative Culture & Climate				
Establish a district leadership team (DLT) and designate a district-level contact person				• Has the DLT been established? • Are the DLT members in a position to make decisions for the district? • Does the DLT include members who are experts in policy, instruction, literacy, behavior, curriculum, assessment, technology, special education, preschool, elementary, middle, and high school? • Who is the district-level DCI-MTSS contact person? • Is there a new distrit-level contact person this year?
Meet monthly to collaborate as a DLT and monitor implementation				• Does the DLT meet monthly to collaborate and monitor implementation? • Does the DLT collaborate with building leaders to define expectations and monitor progress? • Does the DLT contact person regularly communicate with the Coaching Support Team Facilitator?

Designate building-level contact person (for each participating building) who will disseminate information to faculty and staff in their build				• Who is the building-level contact? • Can the building-level contacts accurately describe how the district participates in DCI-MTSS? • Is information disseminated regularly regarding DCI-MTSS implementation, data, and accomplishments to all staff and stakeholders? • Have communication protocols been developed to produce consistent understanding of participation in all buildings in the district?
Develop a district protocol to review all work, initiatives, and programs				• Does the DLT take an inventory of all initiatives to identify redundancies and inconsistencies? • Is there a process for selecting, reviewing, identifying, and de-implementing ineffective initiatives and programs? • Is a range of stakeholders involved to refine and improve programs?
Develop an Action Plan aligned to the district's CSIP				• Who is the building-level contact? • Can the building-level contacts accurately describe how the district participates in DCI-MTSS? • Is information disseminated regularly regarding DCI-MTSS implementation, data, and accomplishments to all staff and stakeholders? • Have communication protocols been developed to produce consistent understanding of participation in all buildings in the district?

Assessment				
Develop an assessment system				• Does the assessment system include tools and processes to measure essential components of academics and behavior? • Does the plan include the district tools for universal screening, diagnostic and functional assessment tool, progress monitoring, and outcome measures? • Is there a data collection calendar for the school year? • Who are the individuals who administer the assessments, enter data/scores, use the results, and serve as data coordinators? • Is there a process to modify the assessment system based on data? • Is there a process to select and deselect assessment tools/ processes? • Is there a process to ensure fidelity of implementation?
Establish a process to inform learners and families about assessments				• Is there a process for notifying learners and their families of assessment purposes, frequency, and dates? • Is support offered to families on how to interpret results?
Data-Based Decision Making (DBDM)				
Engage in an ongoing cycle of data-based decision making (DBDM)				• Is data analyzed relating to outcomes and processes? • Is data analyzed relating to fidelity of implementation? • Are the needs and progress analyzed for all students? • Is there determination given regarding effectiveness of a district-wide system and needs? • Is determination given to the district-wide and building-level status and needs for PD using CWIS, SAPP, Literacy Progress Monitoring Tool, office referrals, MAP, and other relevant data? • Is determination given to priority areas in need of benchmarks of improvement? • Are strategies and interventions identified to address needs within the system? • Have training and coaching needs been identified to address improved instruction, interventions, and to build on strengths?

Support collaborative teams in ongoing cycles of DBDM				• Do clearly identified teams meet regularly to conduct data-based decision making at the building and collaborative levels? • Do DBDM teams have a clear and consistent understanding of their roles and responsibilities? • Have DBDM teams had training in a decision making process that is used consistently to guide decisions? • Is there a process for the collaborative teams and building teams to communicate information to the DLT?
Multi-Tiered System of Support (MTSS)				
Develop and document a tiered system of support for academics and behavior				• Is there a process to identify and support tiered interventions matched to student need? • Is there an equitable allocation of resources to support a tiered framework of instructional practices? • Is there an alignment of instructional resources used across for Tiers 1, 2, and 3? • Is there a process of how learners are identified as needing interventions? • Is there a description of the continuum of interventions and practices at all education levels? • Are there protocols for individualism? • Are there protocols for communicating and collaborating with necessary stakeholders? • Is there a process to ensure fidelity of implementation?
Develop a process to engage families in the implementation of a tiered system of support				• Do families have opportunities to learn how the district defines Tiers 1, 2, and 3 and specific strategies to support learner success? • Is communication given to families regarding the description, purpose, anticipated duration, and at-home support needed in a language and format that is conducive to the needs of the families?

Effective Teaching and Learning Practices				

Collaborate with buildings to select and align effective teaching and learning practices at Tiers 1, 2, and 3				• Does the DLT collaborate 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 address each of the following?
				  • Are evidence-based and grounded
				  • Address essential academic and behavior components
				  • Match needs identified by district data
				  • Fit within the capacity of the district to successfully implement
				  • Align with community, regional, and/or state priorities, as well as family values and culture

Collaborate with buildings to implement effective teaching and learning practices, interventions, and supports at Tiers 1, 2, and 3				• Have educators received specific training to use the practices, interventions, and supports which they are responsible to provide? • Are educators provided internal coaching as they implement new practices, interventions, and supports? • Does internal coaching include descriptive feedback and support for improvement? • Is there an ongoing process to monitor fidelity of implementation of specified practices, interventions, and supports?
Integration and Sustainability of Continuous Efforts				

Collaborate towards the integration and sustainability of their continuous improvement efforts				• Does the DLT work collaboratively to address the following?
				  • Ensure practices and policies are aligned
				  • Develop policies to guide implementation
				  • Regularly review learner data to determine success
				  • Review data related to implementation fidelity
				  • Make changes to the district action plan guided by data
				  • Develop a long-range PD plan for staff and administrators based on data and aligned to effective teaching and learning practices
				  • Work to enhance staff motivation and capacity to actively be involved in decision making
				  • Ensure new DLT members receive PD on distinct-level implementation and district-level goals

SECTION 11 Appendix

Glossary of Terms

Action Plan: Created to organize a district and/or building improvement process, the plan should include details of scope, sequence, timeline, and designated responsibility.

Alignment: Being purposeful about developing and implementing a process of examining commonalities and efficiencies across educational components (e.g., initiatives, assessment, and curriculum).

Artifacts: Various types of documents, records, notes, and data used when evaluating effectiveness or documenting evidence of implementation.

Building Leadership Team (BLT): A team comprised of building-level administrators, teacher leaders, instructional coaches, and other persons integral to the overall building-level implementation of DCI-MTSS.

Cohort: Small groups of participating districts, trained and coached by their Coaching Support Team to increase district capacity and form a community for sharing successes and challenges.

Coaching Support Team (CST): Comprised of professionals who hold identified expertise in leadership and school structure, academic, social/behavioral, special education, data, technology, assessment, accountability, and systems change. CSTs work closely with districts to support and increase district capacity in implementation and sustainability of evidence-based educational practices.

Coaching: An aspect of professional development focused on improving practice in the applied context. Coaching is a learning relationship in which guided reflection, modeling, guided practice, and learning strategies for improvement occur.

Collaborative Teams: A foundational practice that (a) maintains structures/processes for efficient collaboration and (b) intentionally reviews data, analyzes, and discusses the impact of educational practices on student learning.

Competency Drivers: Essential competencies for key leadership for effective implementation include selection, training, coaching, and fidelity/performance assessment.

Comprehensive School Improvement Plan (CSIP): A DESE required accountability plan designed in collaboration with staff, administrators, and stakeholders which addresses goals for leadership, collaboration, curriculum, assessment, and instruction.

De-implementation: The process of "reducing or stopping the use or delivery of services or practices that are ineffective, unproven, harmful, overused, or inappropriate" (Prusaczyk et al., 2020).

District Leadership Team (DLT): Comprised of district-level administrators, district-wide coaches, curriculum and assessment leaders, professional development coordinators, and other instructional and administrative leaders to lead district-level DCI-MTSS implementation.

Effective Teaching and Learning Practices (ETLP): Research based educational practices used in DCI-MTSS, resulting in improved student learning.

Effectiveness: The level to which an educational system achieves specific desired goals and effects.

Essential Functions: A clear description of the features that must be present to say that a practice is being used to achieve outcomes, guiding decisions and ensuring consistency, integrity, and sustainable effort across practitioners.

Feedback: Information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.

Fidelity/Performance Assessment: One of four competency drivers used to determine the extent to which a program is implemented as intended and achieving intended student achievement outcomes.

Fidelity: The degree to which a practice as implemented as it was designed

Implementation: Putting into place a specified set of activities, protocols, and structures designed to address a gap or area of need.

Implementation Drivers: Drivers based on the commonalities among successfully implemented practices and programs found in the literature and derived from current best practices.

Implementation Science: The study of factors that influence the full and effective use of innovations in practice.

Implementation Stages: The implementation process has six developmental implementation stages: Adoption, Program Installation, Initial Implementation, Full Operation, Innovation, and Sustainability.

Ineffective District Initiatives: Initiatives within an educational system that are no longer achieving specific desired goals and effects.

Leadership: One of four organization drivers with the focus of building and strengthening a network of support including (a) the professional capacity of teachers and staff, (b) the professional community in which they learn and work, (c) family and community engagement, and (d) effective management and operation of the building/district.

Missouri Department of Elementary and Secondary Education (DESE): The administrative arm of the State Board of Education. It facilitates the development and implementation of effective evidence-based educational practices to support all districts and building to achieve exceptional outcomes for all students.

Missouri School Improvement Program (MSIP): DESE's process for distinguishing the performance of schools in valid, accurate, and meaningful ways. The goal of the system is to promote continuous improvement in the public schools of the state.

Organization Drivers: The group of factors that form the supports and structures essential for (a) keeping implementation processes on track, (b) evaluating drift in implementation through data, and (c) determining adjustments to implementation as needed.

Outcome Data: Data measuring variables within the system or implementation process that may affect the desired outcome (e.g., implementation fidelity, type of professional development, or analysis of competing initiatives).

Positive Behavioral Interventions and Supports (PBIS): An evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate.

Practice Profile: A framework developed by the National Implementation Research Network (NIRN) as a way of outlining criteria using a rubric structure with clearly defined practice-level characteristics.

Professional Learning Module: A focused approach to professional development content that (a) addresses adult learning principles and (b) upholds specific characteristics of high-quality Professional Development, and (c) focuses on implementation at the classroom level.

Protocols: Agreed upon guidelines/norms for conversation and a structure that permits focused conversations to occur within Collaborative Teams. Protocols are used to look at student and adult work, give feedback, solve problems or dilemmas, observe classrooms or peers, advance problem-solve on a specific issue, and structure a discussion around a text.

Regional Professional Development Center (RPDC): A resource for addressing training needs, there are nine located throughout the State of Missouri.

Rubric: A criterion-based tool used to communicate expectations of proficiency and assess a demonstrated level of performance, understanding, or knowledge around the defined criteria.

Systems Interventions: An organization driver focusing on aligning resources, expectations, and system supports to support implementation.

Training: A component of professional development that provides for the introduction of new practices, exploration of applications in real world settings, and experimentation with application scenarios under the guidance of an expert.

Visible Learning: Coined by John Hattie, an enhanced role for teachers as they become evaluators of their own teaching.

Common Acronyms

Abbreviation	Explanation
BLT	Building Leadership Team
CSIP	Comprehensive School Improvement Plan
CST	Coaching Support Team
CTE	Collective Teacher Efficacy
CWIS	Collaborative Work Implementation Survey
DACL	Developing Assessment Capable Learners
DBDM	Data-Based Decision Making
DCI	District Continuous Improvement
DCI-MTSS	District Continuous Improvement Multi-Tiered System of Support
DESE	The Missouri Department of Elementary and Secondary Education
DLT	District Leadership Team
DSFI	District Systems Fidelity Inventory
ETLP	Effective Teaching and Learning Practices
LETRS	Language Essentials for Teachers of Reading and Spelling
MoEdu-SAIL	Missouri Educational Systems and Instruction for Learning
MO SW-PBS	Missouri Schoolwide Positive Behavior Supports
MSIP	Missouri School Improvement Program
MTSS	Multi-Tiered System of Support
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
PLM	Professional Learning Module
RPDC	Regional Professional Development Center
SAPP	Self-Assessment Practice Profile
SAS	Self-Assessment Survey
SBIC	School-Based Implementation Coaching
TFI	Tiered Fidelity Inventory
VLP	Virtual Learning Platform

End Notes

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DCI-MTSS

Multi-Tiered System of Support

MoEdu-SAIL.org/mtss