



Office of Educational Supports (OES) Section 31a At-risk

Program Monitoring Indicators

GENERAL INFORMATION

The Section 31a At-risk Program Monitoring Indicators serve as documentation for compliance purposes.

1. Technical Assistance (TA) occurs before a scheduled OSR meeting.
2. The PMI offers examples of best practices and an opportunity for self-reflection.
3. To ensure the most accurate information is provided, a team approach is recommended and encouraged for the completion of the Monitoring Indicators.
 - Teams should consist of key stakeholders, including the director of curriculum and instruction, the federal and state program manager/director, building administrators, the finance director, and teachers.
4. Documents that require an external review must be received by the Michigan Department of Education (MDE) **three weeks** before the scheduled On-Site Review (OSR)/Desk Review, or the Findings will automatically result in a Change Required (CR).
 - Consultants rate the “implementation” of applicable components at the close of the OSR/Desk Review.
 - Evidence

SELF-ASSESSMENT RATING KEY

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| <ul style="list-style-type: none"> • Indicator Sets 1, 2, and 3 <ul style="list-style-type: none"> ○ E – Expected Use in Practice ○ U/CR – Unacceptable Use in Practice/Change Required | <ul style="list-style-type: none"> • Indicator Set 4 <ul style="list-style-type: none"> ○ E – Expected Use in Practice ○ D – Developmental Use in Practice/Possible Change Required ○ U/CR – Unacceptable Use in Practice/Change Required |
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Refer to the Section 31a Program - Monitoring Indicators Companion Guide – Indicator Set Implementation Levels Rubrics, Frequently Asked Questions, and Glossary found on the MDE website for guidance in completing this document before submission.

Indicator #	Indicator Set	Indicators of Success	District Self-Assessment Rating	Evidence (Bold Items are Required in Advance)	MDE Comments, Summary, and Findings
1.	Explanation of indicator and Section 31a sub-section relates to	Core pieces of evidence that demonstrate LEA’s practices to achieve student growth are supported through Section 31a funding.	District reflection based upon the Program Review Companion Guide	Specific LEA evidence to intent and purpose uploaded	MDE's evaluation of evidence to the self-reflection and success indicator

SECTION 31a At-Risk Program: INTENT & PURPOSES/AT-RISK PUPIL IDENTIFICATION

The intent and purposes of Section 31a are to provide instructional and non-instructional support services for pupils to achieve regular school attendance, reading proficiency by the end of third grade, math proficiency by the end of eighth grade, and career and college readiness by the end of high school. Districts that utilize the Section 31a supplemental categorical funds must ensure compliance with the requirements under section 1280f of the revised school code MCL 380.1280f, must implement a multi-tiered system of supports (MTSS), K-12, and must use a portion of funds to pay for costs associated with the operation of the school breakfast program. Section 31a (1, 3, and 6).

Indicator Set 1 (1-3)

Indicator #	Indicator Set 1 (1-3) Intent and Purposes of Law	Indicators of Success	District Self-Assessment Rating (E, U/CR)	Evidence (Bold Items are Required in Advance)	MDE Comments, Summary, and Findings (E, CR)
1.	<p>The LEA engages in a continuous improvement process (CIP) that results in an increase in At-risk eligible students' academic achievement aligned to the purposes: English language arts (ELA) proficiency by the end of third grade, math proficiency by the end of eighth grade, and career and college readiness by the end of high school. [Sec. 31a (1)]</p>	<p>LEA analyzes district/building/pupil assessment data specific to At-risk eligible pupils, utilizes root cause analysis to determine instructional/program needs resulting in increased achievement, and creates programs and support opportunities to provide equitable access to the curriculum.</p> <p>LEA utilizes disaggregated data to create MICIP goals and strategies to address and remediate root causes of determining gaps. Ongoing progress monitoring targets are incorporated throughout the year.</p> <p>Actions/adjustments are monitored for effectiveness through the MICIP process actions. This process includes a summary of the available data, findings, and implications.</p> <p>Student achievement within special population groups is on a trajectory to close opportunity gaps and is on track to increase proficiency in reading and mathematics quarterly towards annual goals.</p>		<p>Three – five-year trend data, including disaggregated data to represent the general population, economically disadvantaged (ED), English learners (EL), and other appropriate special populations (Migrant, Homelessness, Foster Care, Immigrant, and/or youth with court engagement) (sources: state summative, local, interim assessments).</p> <p>Summary of needs assessment, including MICIP Data Discovery documents</p> <p>District & Building Leadership Meeting Agendas, MICIP Meeting Agendas, Sign-in Sheets, Minutes, action plans/goal setting documentation</p> <p>District/SIP from MICIP Platform</p> <p>Evidence of annual program evaluation using the Program Evaluation Tool or other tool</p> <p>District/Bldg Achievement Snapshot Tool (optional resource link)</p> <p>Additional evidence (LEA specifies)</p>	

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2.	The LEA establishes and implements effective attendance practices to achieve regular attendance for all students. [Sec. 31a (1)]	<p>All students attend school regularly at least 90% of the time.</p> <p>The percentage of At-risk students with chronic absenteeism decreases annually.</p>		<p>LEA attendance policy/procedure manual</p> <p>Documentation of proactive district monitoring attendance, actions, recognition, and parent/family engagement to improve attendance</p> <p>Data that supports the impact of policy/procedures on attendance rates</p> <p>Additional evidence (LEA specifies)</p>	
3.	The LEA correctly identifies and codes their At-risk eligible students as 3060 in the applicable Fall, Spring, and End of Year (EOY) Michigan Student Data System (MSDS) collections. [Sec. 31a (21)]	<p>The LEA utilizes written procedures to accurately identify and document eligibility for At-risk programming, including economically disadvantaged, English learners, chronically absent, victims of child abuse or neglect, pregnant teenager or teenage parent, family history of school failure, incarceration, or substance abuse, immigrant, did not complete high school in four years and still in school, did not achieve proficiency on ELA, mathematics, science or social studies state summative assessment, and/or at risk of not meeting the LEA’s core academic curricular objectives in ELA or mathematics based on local assessments.</p> <p>The LEA submits accurate At-risk information with code 3060 in the three MSDS general collections (Fall, Spring, EOY).</p>		<p>LEA written procedures for documenting eligible At-risk pupils</p> <ul style="list-style-type: none"> ○ English learner and Immigrant identification procedures ○ Homeless identification procedures ○ Documentation of student qualification based on criteria <p>LEA Section 31a Program & Fiscal Report</p> <p>Grade Level Identification criteria worksheets for Section 31a eligible pupils (Submit procedures; worksheets provided during visit)</p> <p>Additional evidence (LEA specifies)</p>	

Indicator Set 2 (4-11)

Indicator #	Indicator Set 2 (4-11) Allowable Use of Funds Instructional & Direct Non-Instructional Services	Indicators of Success	District Self-Assessment Rating (E, U/CR)	Evidence (Bold Items are Required in Advance)	MDE Comments, Summary, and Findings (E, CR)
4.	<p>The LEA utilizes funds only for instructional programs and direct non-instructional services such as medical, mental health, counseling services, and primary health care services provided to children and adolescents up to age 21. No funds are utilized for administrative costs. [Sec. 31a (5)]</p>	<p>The LEA's Section 31a Annual Program and Fiscal Report clearly and accurately indicates 31a funding was utilized for supplemental instructional programs and direct non-instructional services such as medical, mental health, counseling, and school health clinics.</p> <p>Student needs and performance data drive the fiscal and asset management of Section 31a funding initiatives and programming.</p> <p>No Section 31a funding is used for administrative costs.</p>		<p>Summary of needs assessment (uploaded in Indicator 1)</p> <p>Continuous Improvement Plans are created and reviewed through MICIP Platform</p> <p>Documentation/explanation of district instructional and non-instructional programs</p> <p>Job descriptions with roles and responsibilities for all personnel funded with Section 31a</p> <p>Prior and/or current fiscal year expenditure reports, program/planning meetings, specific to Section 31a programs/services that note the activity, cost, and FTE or other pertinent information, agendas, sign-in sheets</p> <p>LEA process and procedure manuals for accessing services</p> <p>Additional evidence (LEA specifies)</p>	
5.	<p>The LEA utilizes Section 31a funds to supplement the School Breakfast Program. [Sec. 31a (6)]</p>	<p>The LEA plans and utilizes funds to support the School Breakfast Program.</p>		<p>LEA Section 31a Expenditure Report demonstrates the use of funds for the School Breakfast Program</p> <p>Documentation of how the supplemental funds benefitted the school breakfast program</p> <p>Additional evidence (LEA specifies)</p>	

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6.	<p>The LEA meets the following requirements if utilizing <u>schoolwide reform</u>:</p> <ul style="list-style-type: none"> • more than 40% of pupils are identified as At-risk eligible; • aligns with the intent and purpose; • funds are expended for Tier 1, evidence-based practices including classroom interventions; • included in the MICIP platform; and • includes parent and community support, activities, and services. <p>[Sec. 31a (1); (11)]</p>	<p>The LEA’s schoolwide reform meets the intent and purposes of Section 31a and supports the implementation of the MTSS framework.</p> <p>Implemented schoolwide reform programming/services are identified from strategies within the MICIP platform.</p> <p>Tier 1 instruction including classroom interventions, and/or services are evidence-based and research-based, and data shows the acceleration of students’ academic, behavioral, and social-emotional growth.</p> <p>MICIP Interim targets are established to monitor fidelity to plans and track implementation effectiveness.</p>		<p>Needs Assessment (uploaded in Indicator 1)</p> <p>Evidence-based schoolwide reform program description, including selection process meeting agendas, sign-in sheets</p> <p>Schoolwide reform implementation plan</p> <p>Local assessment data results</p> <p>Program evaluation of schoolwide reform (MICIP Interim target, narrative comments, data narrative, or meeting minutes)</p> <p>Additional evidence (LEA specifies)</p>	
7.	<p>The LEA meets the following requirements if expending funds for <u>school security and/or School Parent Liaisons</u>:</p> <ul style="list-style-type: none"> • at least 50% of pupils were identified as Economically Disadvantaged during the preceding year; • aligns to the intent and purpose; • aligns to the needs assessment and the multi-tiered system of supports model; and • is not used for administrative costs. <p>[Sec. 31a (5)]</p>	<p>The district currently meets 50% economically disadvantaged indicator to employ school security personnel and/or school parent liaison.</p> <p>The expenditures for school security personnel and school parent liaison are aligned with the needs assessment, and services are delivered through a multi-tiered system of support framework.</p>		<p>Defined roles and responsibilities for school security personnel, school parent liaison; documentation of process, and procedures for liaison/security program</p> <p>Data and documentation demonstrating the positive impact of security personnel, school parent liaison program/process on outcomes as a part of the MTSS framework, meetings-agendas, sign-in sheets</p> <p>Additional evidence (LEA specifies)</p>	

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8.	<p>The LEA meets the following for expending funds to provide an <u>anti-bullying or crisis intervention program</u>:</p> <ul style="list-style-type: none"> aligns to the intent and purposes; and supports the implementation of MTSS. <p>[Sec. 31a (17)]</p>	<p>The LEA may utilize funds to provide an anti-bullying or crisis intervention program.</p>		<p>Evidence-based anti-bullying and/or crisis intervention program, employee roles and responsibilities</p> <p>Data demonstrates the positive impact of anti-bullying and/or crisis-intervention program</p> <p>Additional evidence (LEA specifies)</p>	
9.	<p>The LEA meets the following requirements when expending funds for <u>professional learning</u>:</p> <ul style="list-style-type: none"> is research-based; implements a coaching model that supports the MTSS framework; provided to district, school leadership, and teachers; is aligned with MDE’s professional learning standards; is solely related to one or more of the following: implementing MTSS with fidelity, utilizing data from MTSS to inform curriculum and instruction, or implementing section 1280f of the revised school code with fidelity. <p>[Sec. 31a (12)]</p>	<p>Professional learning for the district or school leadership and teachers is solely related to:</p> <ul style="list-style-type: none"> implementing the MTSS required in subsection (3) with fidelity; beginning to implement a coaching model that supports the MTSS framework required in subsection (3) with fidelity; utilizing data from MTSS to inform curriculum and instruction; and/or directly implements the Read by Grade Three Law with fidelity. <p>Professional Learning meets the following requirements:</p> <ul style="list-style-type: none"> is research and based evidence-based and aligned to state professional learning standards integrated into district, school, and classroom practices to support foundations of MTSS and embedded into the district and school professional learning plans; the selection process is guided by data and student outcomes. 		<p>Professional learning plan, PLC calendar, agendas, sign-in sheets, and minutes showing how the learning is integrated into the districts, schools, and classroom practices</p> <p>Alignment with district, building, and student-level decision-making and use of data tools related to professional learning</p> <p>Evidence of implementation of professional learning, fidelity checks, strategy implementation guides, and procedures to ensure full implementation in classrooms by targeted staff</p> <p>Evaluation of achieving the outcomes of professional learning</p> <p>Classroom observations and walk-through documentation</p> <p>Professional learning surveys (pre and post) of educators for evaluation and implementation</p> <p>Additional evidence (LEA specifies): fiscal report; billing receipts</p>	

Indicator #	Indicator Set 2 (4-11) Allowable Use of Funds Instructional & Direct Non-Instructional Services	Indicators of Success	District Self-Assessment Rating (E, U/CR)	Evidence (Bold Items are Required in Advance)	MDE Comments, Summary, and Findings (E, CR)
10.	<p>The LEA meets the following for expending funds to provide support staff (instructional, behavioral coaches, paraprofessionals, social workers, and additional counselors), and:</p> <ul style="list-style-type: none"> • aligns with the intent and purpose; and • supports the implementation of MTSS. [Sec. 31a (13)] 	<p>The job responsibilities of support staff (paraprofessionals, instructional, behavioral coaches, social workers, and additional counselors) are clearly defined and support the intent and purposes of Section 31a and the implementation of the MTSS framework.</p> <p>The fundamental needs of support staff are identified, implemented, and reviewed at least annually.</p> <p>There is evidence of increased instructional time, and improved student social behavior and academic achievement.</p> <p>Coaches:</p> <p>There is support for the development of teachers on evidence-based practices increasing student engagement, building the capacity of teachers, and improving student achievement across the core, curriculum subjects, and behavioral outcomes. There is an assortment of evidence to identify potential professional learning priorities for staff.</p>		<p>Employed support staff job descriptions, including roles and responsibilities</p> <p>Data that supports the effectiveness of the position, such as, not limited to:</p> <ul style="list-style-type: none"> ○ Quarterly local student academic and/or behavioral data results ○ Progress monitoring data ○ Documentation of coaching activities such as coaching schedules plans, logs, agendas/sign-in sheets, and feedback/debriefing notes with teachers ○ Student support (social work, counseling, intervention, etc.,) sheets/documentation of activities <p>Additional evidence (LEA specifies)</p>	

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11.	<p>The LEA meets the following requirements if expending funds for prekindergarten/preschool support/s [Sec. 31a (15)]:</p> <ul style="list-style-type: none"> • Not more than 10% of the allocation is used • Is evidence-based • Instructional and noninstructional services • Students must meet criteria outlined in subsection (21)(a)(i) to (x) 	<p>No Section 31a funding is used for administrative costs.</p> <p>Qualified staff that meet GSRP guidelines/requirements</p> <p>Approved curriculum and assessment tools as required by GSRP</p> <p>Required class size and ratio as required by GSRP</p> <p>Professional learning for the district or school leadership and teachers must be solely related to Section 31a allowable learning topics.</p> <p>Professional learning meets the following requirements:</p> <ul style="list-style-type: none"> • is research and evidence-based and aligned to state professional learning standards • integrated into district, school, and classroom practices to support effective classroom instruction • selection process is guided by data and student outcomes <p>Expenditures for prekindergarten/preschool, which provide supplementary support for:</p> <ul style="list-style-type: none"> • Additional Seats • Transportation Costs for eligible students • Professional Learning • SEL Supplementary Supports • Early Childhood, PBIS Coach 		<p>Section 31a Annual Program & Fiscal Report – reviewed through NexSys</p> <p>Activity/Coaching Logs</p> <p>Job Descriptions & Qualifications of Staff/Childcare Licensing</p> <p>Professional Learning Calendar/Log</p> <p>Sign-in sheets/agendas</p> <p>Sample, Description of Curriculum utilized; Developmental Screening Tool Results; Evidence of ongoing assessments</p> <p>Class List/Rosters</p> <p>Policy for exit/entrance criteria for supplemental supports for:</p> <ul style="list-style-type: none"> ○ Transportation costs ○ Additional seats <p>Expenditure Reports specific to Section 31a programs/services (uploaded in Indicator 4)</p> <p>Additional evidence (LEA specifies)</p>	

Indicator Set 3 (12)

Indicator #	Indicator Set 3 (12) Program Report	Indicators of Success	District Self-Assessment Rating (E, U/CR)	Evidence (Bold Items are Required in Advance)	MDE Comments, Summary, and Findings (E, CR)
12.	<p>The LEA submits the Section 31a Annual Program and Fiscal Report by July 15. [Sec. 31a (9)]</p>	<p>The LEA has a set process and timeline for accurate and timely completion of the program report which includes:</p> <ul style="list-style-type: none"> • a team of key stakeholders; • a defined decision-making process; and • alignment with the LEA’s continuous improvement efforts. <p>The report includes:</p> <ul style="list-style-type: none"> • description of programs and services, • number of students served, • achievement data reflecting growth because of programs and services, and • data necessary to verify matching funds for the Temporary Assistance for Needy Families (TANF) program. 		<p>Section 31a Annual Program & Fiscal Report – reviewed through NexSys System</p> <p>Expenditure Reports specific to Section 31a programs/services (uploaded in Indicator 4)</p> <p>Additional evidence (LEA specifies) (Optional Resource)</p>	

Indicator Set 4 (13-18)

Indicator #	Indicator Set 4 (13-18) Early Literacy & Numeracy and Multi-Tiered System of Supports (MTSS)	Indicators of Success	District Self-Assessment Rating (E, D, U/CR)	Evidence (Bold Items are Required)	MDE Comments, Summary, and Findings (E, D, CR)
13.	<p>The LEA complies with Section 1280F of the Revised School Code, MCL 380.1280F (Read by Grade Three), and uses resources to address early literacy and numeracy. [Sec. 31a (2)]</p>	<p>Implements Section 1280f of the Revised School Code, MCL380.1280F (Read by Grade Three)</p> <ul style="list-style-type: none"> • Selects and implements an MDE-approved assessment system (2a) • Assesses all K-3 students in the first 30 days of the school year and at least three times per year (2a) • Provides an individual reading improvement plan (IRIP) for each student within 30 days after identifying a reading deficiency (2b, c) • Provides professional learning according to the student reading data (2d) • Provides an early literacy coach (2e) • Provides comprehensive core reading instruction, targeted and intensive reading intervention in the five major reading components, and periodic progress monitoring (3) • Provides read-at-home plans for students identified with reading deficiencies (3) • Provides appropriate language acquisition supports to English Learners at all levels of proficiency (3) <p>Use of resources to address early literacy and numeracy.</p>		<p>Written documentation showing compliance with Read by Grade Three, such as IRIPs, parent notification letters, and RBG3 professional learning plan</p> <p>Building master schedule (includes Tier 2 and 3 Interventions)</p> <p>Achievement trend data (benchmark/interim and progress monitoring):</p> <ul style="list-style-type: none"> • growth in both early literacy and numeracy • K-3 retention data <p>Sign-in sheets, agenda, meeting notes from progress monitoring/data review(s)</p> <p>Record of interventions performed by teachers/interventionists responsible for delivery</p> <p>Additional evidence (LEA specifies):</p>	

Indicator #	Indicator Set 4 (13-18) Early Literacy & Numeracy and Multi-Tiered System of Supports (MTSS)	Indicators of Success	District Self-Assessment Rating (E, D, U/CR)	Evidence (Bold Items are Required)	MDE Comments, Summary, and Findings (E, D, CR)
14.	<p><i>The LEA implements a multi-tiered system of support (MTSS) in Grades K-12: The LEA implements team-based leadership. [Section 31a (2)(a)]</i></p> <p>Teams (district, building, and educator) collaborate and communicate, and contribute to the alignment and cohesion across the educational cascade of the system. The alignment and cohesion of these leadership teams create sustainable, scalable, and engaging school climates to support the successful implementation of MTSS and learner achievement. (MDE MTSS Practice Profile V5.0)</p>	<p>Leadership addresses root cause issues (removing barriers, consensus building) that interfere with the development of an effective MTSS.</p> <p>Leadership team members have a clear and consistent understanding of their roles and responsibilities in making decisions.</p> <p>To ensure instructional fidelity, the LEA’s implementation of instruction and practices includes the consistent monitoring and feedback of:</p> <ul style="list-style-type: none"> • Student Engagement • Program specificity • Adherence to curriculum/program • Intensity, duration, and delivery of quality programming within the educational environment to create a successful impact on student achievement • Long-term goals regularly to develop meaningful short-term actionable goals to improve practice and impact student achievement <p>The LEA demonstrates support for implementing small group and targeted individual interventions in all buildings.</p> <p>The LEA routinely shares information using multiple communication pathways and solicits input about district/school goals and initiatives with students, families, and the broader community.</p> <p>Time is arranged for department, grade, and student-level team collaboration with follow-up activities to ensure decisions and actions support the development of an effective MTSS.</p> <p>There is ongoing evaluation of interim and end goals in the MICIP platform (implement, monitor, adjust).</p>		<p>Written process and procedural manual that explains MTSS implementation and fidelity both at district and school levels</p> <p>Master Schedule</p> <p>An annual fidelity check is completed by DLT/BLT</p> <p>Local assessment calendar, meeting schedules, agendas, sign-in sheets, minutes showing alignment with the district, building, and student level decision-making and use of data tools, various team rosters</p> <p>Professional learning documentation on formative, interim, and summative assessments</p> <p>Professional learning community (PLCs) calendar, agendas, sign-in sheets, and minutes showing alignment with the district, building, and student-level decision-making and use of data tools</p> <p>Programs, agendas, sign-in sheets, minutes and attendance logs for district parent/community partner meetings, activities that support the intent and purposes of Section 31a</p> <p>Additional evidence (LEA specifies):</p>	

Indicator #	Indicator Set 4 (13-18) Early Literacy & Numeracy and Multi-Tiered System of Supports (MTSS)	Indicators of Success	District Self-Assessment Rating (E, D, U/CR)	Evidence (Bold Items are Required)	MDE Comments, Summary, and Findings (E, D, CR)
15.	<p><i>The LEA implements a multi-tiered system of support (MTSS) in Grades K-12: The LEA implements a tiered delivery system. [Section 31a (2)(b)]</i></p> <p>The framework of a multi-tiered approach provides for efficient, effective, and equitable allocation of resources within the educational system. When appropriately used, the tiers support every learner to experience success by meeting their unique needs. (MDE MTSS PP V5.0)</p>	<p>All students have an equitable opportunity and appropriate access to effective instruction, and demanding content standards, with an intentional focus on evidence-based practices to foster literacy, numeracy, and engagement within and across lessons.</p> <p>The LEA delivers systematic and explicit instruction that includes modeling and direct teaching using multiple examples; specialized programming that focuses on just a few key skills at a time.</p> <p>The schedule allows time for evidence-based instruction and interventions to be delivered across all three tiers to meet the academic, social-emotional, and behavioral needs of students. Data is utilized to monitor the effectiveness of interventions regularly and to make decisions.</p> <p>The LEA uses a results-driven curriculum, instructional practices, and interventions that are organized to meet or exceed state content standards, and instruction is designed to support mastery of these goals.</p> <p>Based on data collected through fidelity monitoring and feedback loops, decisions are made about how to enhance the effectiveness of the instruction and services delivered to students.</p> <p>Common planning time allows for planning across grade levels and content teams and is inclusive of interventionists, special educators, English Learner instructors, and support staff.</p> <p>Families/caregivers understand processes and procedures for equitable access to the full range of tiered-level supports available in MTSS, and receive regular updates on their children's interventions, goals, and progress.</p>		<p>Written process and procedural manual for MTSS implementation and fidelity at both district and building levels (uploaded, Indicator 13)</p> <p>LEA's instructional evaluation and observation documents</p> <p>LEA's curriculum scope & sequence, and pacing guide documents</p> <p>Interventionist/tutor schedules</p> <p>Student intervention results, documentation of services provided</p> <p>Evidence-based core instruction and intervention program descriptions</p> <p>Agendas, sign-in sheets to document:</p> <ul style="list-style-type: none"> ○ Parent/family communication regarding MTSS processes, support, and student progress in an understandable language and for ○ Documentation showing parent/family engagement with a plan to assist their child's behavioral/academic achievement ○ Student Progress Monitoring Sample Template (optional resource link) <p>Additional evidence (LEA specifies)</p>	

Indicator #	Indicator Set 4 (13-18) Early Literacy & Numeracy and Multi-Tiered System of Supports (MTSS)	Indicators of Success	District Self-Assessment Rating (E, D, U/CR)	Evidence (Bold Items are Required)	MDE Comments, Summary, and Findings (E, D, CR)
16.	<p><i>The LEA implements a multi-tiered system of support (MTSS) in Grades K-12: The LEA selects and implements instruction, interventions, and supports. [Section 31a (2)(c)]</i></p> <p>Selecting instructional practices, interventions and supports that are compatible with the local context and learner needs and assets increases the probability that interventions and supports will be successful, as demonstrated by improved outcomes for individuals within the local system. (MDE MTSS PP V5.0)</p>	<p>District leadership ensures a multi-year planning process is used to thoughtfully examine data, identify priorities, and conduct root cause analysis to determine the districts’ priorities for selecting interventions and supports.</p> <p>Tier one instruction and intervention are evidence-based and scientifically validated. Instruction and intervention at all tiers are guided by an articulated framework for curriculum, instruction, and assessment, and aligned to state content standards.</p> <p>Supports are provided based on current research by teachers and support staff on effective teaching practices in the fields they teach and apply those practices skillfully, flexibly, and responsively.</p> <p>The budget, staffing, and master schedule are reviewed with a lens of inclusion and equity to provide supports that are appropriate for the whole child.</p> <p>There is individualized instruction with a focus on the academic needs of students and those significantly below grade level. These interventions include a variety of practice opportunities that coordinate with identified classroom skills but use different approaches.</p> <p>Supplemental supports and interventions on specific skills and/or concepts are delivered in coordination with Tier one instruction. Targeted individual/small group interventions are integrated seamlessly into school-wide programs and address the unique needs of special populations.</p> <p>Fidelity measures are identified to evaluate the implementation of evidence-based strategies, instruction, and interventions.</p> <p>Community partners and providers are engaged with the LEA and families to provide access to social services and health, social, recreational, and supplemental educational services in a language and format parents/guardians understand.</p>		<p>Written process and procedural manual for MTSS implementation and fidelity at both district and school levels (uploaded in Indicator 13)</p> <p>LEA’s curriculum scope, sequence, pacing guide documents</p> <p>Evidence of instructional fidelity of implementation of instruction, interventions, and supports such as school-wide and/or intervention schedules, instruction observation logs, lesson plans, coaching feedback, intervention progress results, agendas, sign-in sheets, and activity logs</p> <p>Evidence-based early intervention (Tier 2) program descriptions and delivery guidance, selection process</p> <p>Evidence-based intense (Tier 3) intervention program descriptions and delivery guidance, selection process</p> <p>Achievement/behavioral/attendance trend data (benchmark/interim and progress monitoring):</p> <ul style="list-style-type: none"> • growth in both early literacy and numeracy • impact of the implementation of K-12 At-risk programming/services on students’ academic and behavioral outcomes <p>Additional evidence (LEA specifies)</p>	

Indicator #	Indicator Set 4 (13-18) Early Literacy & Numeracy and Multi-Tiered System of Supports (MTSS)	Indicators of Success	District Self-Assessment Rating (E, D, U/CR)	Evidence (Bold Items are Required)	MDE Comments, Summary, and Findings (E, D, CR)
17.	<p><i>The LEA implements a multi-tiered system of support (MTSS) in Grades K-12: The LEA has and implements a comprehensive screening and assessment system. [Section 31a (2)(d)]</i></p> <p>A comprehensive screening and assessment system contribute to an outcomes-driven approach that includes a meaningful evaluation component and a commitment to continuous improvement. (MDE MTSS PP V5.0)</p>	<p>Written assessment system processes, procedures, fidelity, and decision-making rules are used and communicated district-wide.</p> <p>A comprehensive screening and assessment system (formative, summative, diagnostic, interims) is evident and utilized by the LEA to enable early identification and intervention for students with academic and/or behavioral risk. It consists of a coordinated system of multiple assessments and measures (universal, diagnostic, and progress monitoring), of which each is valid and reliable for its specified purpose and for the population with which it will be used.</p> <p>The leadership team collaborates to ensure curriculum, instruction, and assessment work together to ensure alignment in different levels (district, building, classroom) of the system to positively impact student outcomes.</p> <p>The leadership team evaluates the purpose of the assessment, the ease of administration, frequency, type, and format of assessments needed to be based on the district context.</p> <p>Multiple measures from appropriate assessments are used to examine a student’s rate of progress on specific skills, and are planned, regular, and ongoing within the LEA.</p> <p>On-going meetings are utilized to analyze the data and guide decisions regarding the effectiveness of the intervention programs, as well as assist in accelerating students in tiered-level interventions and moving students within instructional groups.</p>		<p>Written process and procedural manual for MTSS implementation and fidelity at both district and school levels (uploaded in Indicator 13)</p> <p>LEA universal, screening, diagnostic, and progress monitoring assessment descriptions</p> <p>Assessment procedures, data tools, and fidelity check documentation</p> <p>Local assessment calendar showing alignment with the district, building, and student level decision-making and use of data tools, agendas, sign-in sheets</p> <p>Additional evidence (LEA specifies)</p>	

Indicator #	Indicator Set 4 (13-18) Early Literacy & Numeracy and Multi-Tiered System of Supports (MTSS)	Indicators of Success	District Self-Assessment Rating (E, D, U/CR)	Evidence (Bold Items are Required)	MDE Comments, Summary, and Findings (E, D, CR)
18.	<p><i>The LEA implements a multi-tiered system of support (MTSS) in Grades K-12: The LEA uses continuous data-based decision-making. [Section 31a (2)(e)]</i></p> <p>Data analysis guides effective decision-making for both the effectiveness of the system and for the whole child needs of all learners, with explicit consideration for special populations. Examination of data trends as they are disaggregated by a group may surface and provide insight into systemic issues that may be disproportionately impacting specific populations of learners. (MDE MTSS PP V5.0)</p>	<p>District and building leadership teams regularly use disaggregated formative and summative data to evaluate systems, strategies, policies, and student outcomes. This data is used to identify the root cause and inform action plans at the district, building and classroom, and individual student levels.</p> <p>The continuous data-based decision-making process incorporates the following five components: defining the goals and objectives to be attained; identifying root cause/s; developing a plan for and implementing evidence-based strategies to attain the goals; evaluating the effectiveness of the goal, and celebrating successes.</p> <p>The LEA has regular, ongoing, and planned data analysis. There is evidence that it guides effective decision-making, utilizing multiple measures for both the health of the system and for the academic and non-academic needs of all students, with explicit consideration for the acceleration of achievement for special populations.</p> <p>Data is used to assess systems in the district and schools that may be impacting equity and outcomes for all students.</p> <p>There is an ongoing evaluation of interim and end goals in the MICIP platform (implement, monitor, adjust).</p> <p>Families/Caregivers and students are actively engaged, receive information to support processes/decisions, and are regularly informed about progress in a language and format that is understandable.</p> <p>Community partners are actively engaged/recruited to better support students and families/caregivers, and connect them to social services related to health, social, recreational, and supplemental educational services.</p>		<p>Written process and procedural manual for MTSS implementation and fidelity at both district and school levels (uploaded in Indicator 13)</p> <p>Data exploration for areas of academics, non-academics, and systems</p> <p>needs assessment summary (uploaded in Indicator 1)</p> <p>Data analysis summaries that show effective Tier 1 instruction and delivery</p> <p>Data analysis summaries that show the determination/selection of students for early (Tier 2) and/or intense (Tier 3) intervention</p> <p>Local assessment calendar, meeting schedules, agendas, sign-in sheets, and minutes showing alignment with the district, building, and student-level decision-making and use of data tools (uploaded in Indicator 12)</p> <p>Program Evaluation Tool or another evaluation tool (uploaded in Indicator 1)</p> <p>Additional evidence (LEA specifies):</p> <p>Data presentations</p>	