

# **Corrective Action Requirements for Milwaukee Public Schools District in Need of Improvement**

**2011-2012**



**Wisconsin Department of Public Instruction  
Tony Evers, PhD, State Superintendent  
Madison, Wisconsin**

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# Statement of Legislative Authority

Under federal Title I law, the State Superintendent must identify for improvement any school district receiving Title I funds that for two consecutive years fails to make adequate yearly progress (AYP).

The State Superintendent must take corrective action with respect to any school district that fails to make AYP for four consecutive years. Milwaukee Public Schools (MPS) first missed AYP in 2004-2005 and first became subject to corrective action in 2008-2009. In 2010, the Wisconsin legislature strengthened the State Superintendent's authority to intervene to improve MPS.

Wis. Stat. §118.42(3)(a) and (b) authorizes the State Superintendent to direct MPS to do any or all of the following:

- a. Implement or modify the required activities under Wis. Stat. §118.42(1)(a) to (d), which include:
  - (1) Employing a standard, consistent, research-based curriculum throughout the district;
  - (2) Using student achievement data to differentiate instruction;
  - (3) Implementing a system of academic and behavioral supports and early interventions for students; and
  - (4) Providing additional learning time.
- b. Implement or modify a new instructional design;
- c. Implement professional development programs that focus on improving student achievement;
- d. Implement changes in administrative and personnel structures;
- e. Adopt accountability measures to monitor the school district's finances or other interventions directed by the State Superintendent; and/or
- f. Create school improvement councils in the persistently lowest performing schools.

The State Superintendent accordingly directs the MPS to complete corrective action requirements that follow.



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# Introduction

The Department of Public Instruction (DPI) is required by the Elementary and Secondary Education Act (ESEA) to annually identify schools and districts that did not make adequate yearly progress (AYP) toward meeting the state's established objectives in four areas. These objectives include:

- Testing 95 percent of their enrolled students in the statewide reading and mathematics assessments;
- Meeting state established targets in reading, based on Wisconsin's statewide standardized test;
- Meeting state established targets in mathematics, based on Wisconsin's statewide standardized test; and
- Maintaining either a high school graduation rate of at least 85 percent or show growth of two percentage points each year and elementary and middle school attendance rates of at least 85 percent of the statewide average, or show growth.

Under the ESEA, DPI has required Milwaukee Public Schools to take corrective action designed to meet the goal of having all students achieve at the proficient and advanced student academic achievement levels. Previous corrective action requirements have created a strong foundation, and the district has made progress in achieving many of these requirements. However, further work is needed to successfully address the immediate needs of MPS' students. For a history of Corrective Action Requirements for MPS see Appendix IV. MPS is a district identified for improvement and subject to corrective action, therefore, all MPS schools, which include contracted sites (charter and partnership), are held accountable to the Corrective Action Requirements. See Table 1 for a summary of the following: the Corrective Action Requirement Multiyear Goal and the School Year Goal.

MPS continues to focus their efforts in three strategic areas: student success through academic achievement; high performing schools and classrooms; and district and community support. Like MPS, the DPI remains committed to the goal of improving student achievement in MPS and has maintained that focus as the department developed the *Corrective Action Requirements for Milwaukee Public Schools District in Need of Improvement 2011-2012* (CAR). The CAR promotes a consistent, well-designed set of classroom-focused structures that will encourage MPS students to be successful academically and will focus on the following three goals:

- Ensuring highly qualified teachers and leaders are in every school,
- Improving student performance, and
- Ensuring accountability at the district, school, and student levels.

The 2011-2012 CAR builds on work the district has begun in recent years. In 2009-2010, MPS began developing a system of early intervening services (SEIS), which includes academic support through a Response to Intervention (RtI) system and behavior support through a Positive Behavior Intervention and Supports (PBIS) system.

The SEIS is designed to provide early academic and behavioral supports to struggling students rather than waiting for a child to fail before offering help. The essential elements of a SEIS include:

1. scientific, research-based instructional delivery,
2. differentiated instruction,
3. curricula and instructional materials aligned to state standards,
4. scientific, research-based classroom management,
5. system of behavioral support,
6. reliable and valid universal screening of literacy for all students,
7. reliable and valid universal screening of numeracy for all students,
8. universal screening for all students taking content area courses required for graduation,
9. reliable and valid universal screening for behavior,
10. effective school leadership that supports instructional decisions based on data,
11. system of instructional support (professional development),
12. system of classroom observations to determine integrity of implementation,
13. follow-up procedures for instructional staff who have not met minimal criteria, and
14. parental/family and community Involvement.

Rtl is a process for achieving higher levels of academic and behavioral success for all students. This systematic process will provide teachers with an organized framework for selection and implementation of interventions, and monitoring of student interventions. Also, the district has expanded PBIS, a Rtl approach to behavior, to create a framework to support positive student behavior in all schools.

Finally, the district has developed structures to address specific areas of concern under former corrective action requirements, such as adopting an action team for partnership model, which engages families and communities with the schools to focus on student achievement. The district has developed a 2010-2011 action plan for partnerships and a district action team that will work with the Regional Home–School staff to support the school governance councils and the action teams for partnerships.

MPS and the DPI will work throughout the 2011-2012 school year in successfully achieving the School Year goals of the CAR. To better ensure the district meets these School Year goals, the CAR goals have been divided into quarterly indicators with the stated evidence submitted to the department by the date specified. These quarters are divided into the following time periods:

- Quarter 1 : July 1, 2011—September 30, 2011
- Quarter 2 : October 1, 2011—December 31, 2011
- Quarter 3 : January 1, 2012—March 31, 2012
- Quarter 4 : April 1, 2012—June 15, 2012.

The CAR was developed with a multiyear perspective, which recognizes that improving learning for MPS students is an ongoing effort. The DPI will work collaboratively with MPS as it implements these corrective action requirements.



# Summary of the 2011-2012 Corrective Action Requirements

**Table 1.** *Summary of the 2011 – 2012 Corrective Action Requirements*

Section	Multiyear Goal	School Year Goal(s)
<p><b>Section I:</b> Ensuring Highly Qualified Teachers and Leaders are in Every Classroom and in Every School.</p>	<ul style="list-style-type: none"> <li>• Ensure 100 percent of MPS teachers have teaching assignments that match their license(s).</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure highly qualified teachers and leaders are in every classroom and in every school.</li> </ol>
<p><b>Section 2:</b> Improving Student Performance: Implementing a Successful Response to Intervention System (System of Early Intervening Services).</p>	<ul style="list-style-type: none"> <li>• Increase student achievement in literacy and numeracy demonstrated by using multiple measures that indicate positive student growth for each subgroup of students.</li> <li>• Implement a successful RtI system.</li> </ul>	<ol style="list-style-type: none"> <li>1. Implement the Comprehensive Literacy Plan (CLP), providing instruction in reading for all students, maximizing instructional time.</li> <li>2. Implement the Comprehensive Math Plan (CMP), providing instruction in mathematics for all students, maximizing instructional time.</li> <li>3. Collect data to document fidelity of implementation of CLP and CMP using tools approved by DPI.</li> <li>4. Prepare to report in 2012-2013 on students identified in need of Tier 3 interventions in reading and mathematics by school, grade, teacher, individual student, the intervention(s), and DPI approved progress monitoring tools to be used in grades K-8.</li> <li>5. Prepare to report in 2012-2013 on students identified in need of Tier 2 interventions in reading and mathematics by school, grade, teacher, individual student, the intervention(s), and DPI approved progress monitoring tools to be used in grades 9-12.</li> </ol>

		<ol style="list-style-type: none"> <li>6. Use universal screening data of at least 95 percent of K-12 students on reading and mathematics conducted at least three times during the 2011-12 school year to determine levels of need and progress in performance in core instruction of reading and mathematics.</li> <li>7. Provide DPI approved Tier 2 interventions in reading and mathematics to K-8 students identified as being in need based on analysis of universal screening data.</li> <li>8. Conduct approved progress monitoring on each student receiving Tier 2 interventions in reading and mathematics for grades K-8.</li> <li>9. Implement the district-wide plan for parent/family/community involvement in Response to Intervention (RtI) at each school in making decisions about how the school will implement response to intervention services and provide training in all schools to parents on RtI including how to understand universal screening data.</li> </ol>
<p><b>Section 3:</b> Improving Student Performance: Implementing a Successful Positive Behavior Interventions and Supports System</p>	<ul style="list-style-type: none"> <li>• Fully implement PBIS Tiers 1-3 in 100 percent of PK-12 schools by 2013-2014.</li> <li>• Decrease suspensions and office referrals to state averages.</li> </ul>	<ol style="list-style-type: none"> <li>1. Conduct DPI approved universal screening for behavior in all schools throughout the school year.</li> <li>2. Develop and implement Rapid Compliance Plans for schools that do not show evidence for readiness to move to subsequent tiers of implementation.</li> <li>3. Tier 1 implementers (2011-2012): <ol style="list-style-type: none"> <li>a. Implement Tier 1 throughout the 2011-2012 school year with fidelity to the national model (pbis.org) for all schools meeting national guidelines for preparedness.</li> <li>b. Complete all training for Tier 2 per the national model for all schools meeting national guidelines for preparedness.</li> </ol> </li> </ol>

		<ol style="list-style-type: none"> <li>4. Tier 2 implementers (2011-2012):             <ol style="list-style-type: none"> <li>a. Implement Tiers 1 and 2 throughout the 2011-2012 school year with fidelity to the national model.</li> <li>b. Complete all training for Tier 3 per the national model for all schools meeting national guidelines for preparedness.</li> </ol> </li> <li>5. Tier 3 implementers (2011-2012):             <ol style="list-style-type: none"> <li>a. Implement Tiers 1, 2, and 3 throughout the 2011-2012 school year with fidelity to the national model.</li> </ol> </li> </ol>
<p><b>Section 4:</b> Ensuring Accountability at the District, School, and Student Levels</p>	<ul style="list-style-type: none"> <li>• Ensure a consistent, transparent, and high quality system of accountability in MPS for school improvement and teacher quality.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the district's accountability structure to ensure that the Corrective Action Requirements are implemented in all MPS schools.</li> <li>2. Maximize resources to improve student outcomes.</li> </ol>

# Section 1: Ensuring Highly Qualified Teachers and Leaders are in Every Classroom and in Every School

School Year Goal(s)		
1. Ensure highly qualified teachers and leaders are in every classroom and in every school.		
Quarterly Indicator	Evidence	
Q1	<ul style="list-style-type: none"> <li>Ensure the district has highly qualified teachers and leaders in every school.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S1A—Meet with DPI staff in a strategy session to review progress and benchmarks by September 30, 2011, on the following:               <ul style="list-style-type: none"> <li>highly qualified teachers</li> <li>equitable distribution analysis</li> <li>required reports for high quality mentoring and supports for all educators</li> <li>educator effectiveness and evaluation development and implementation (as per Wis. Stat. §118.42)</li> <li>plans of rapid compliance.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>Ensure the district has highly qualified teachers and leaders in every school.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S1A—Meet with DPI staff in a strategy session to review progress and benchmarks by December 31, 2011, on the following:               <ul style="list-style-type: none"> <li>highly qualified teachers</li> <li>equitable distribution analysis</li> <li>required reports for high quality mentoring and supports for all educators</li> <li>educator effectiveness and evaluation development and implementation (as per Wis. Stat. §118.42)</li> <li>plans of rapid compliance.</li> </ul> </li> </ul>
Q3	<ul style="list-style-type: none"> <li>Ensure the district has highly qualified teachers and leaders in every school.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S1A—Meet with DPI staff in a strategy session to review progress and benchmarks by March 31, 2012, on the following:               <ul style="list-style-type: none"> <li>highly qualified teachers</li> <li>equitable distribution analysis</li> <li>required reports for high quality mentoring and supports for all educators</li> <li>educator effectiveness and evaluation development and implementation (as per Wis. Stat. §118.42)</li> <li>plans of rapid compliance.</li> </ul> </li> </ul>

Section I: Ensuring High Quality Teachers and Leaders are in Every School

Quarterly Indicator		Evidence
Q4	<ul style="list-style-type: none"> <li>Ensure the district has highly qualified teachers and leaders in every school.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S1A—Meet with DPI staff in a strategy session to review progress and benchmarks by June 15, 2012, on the following:                             <ul style="list-style-type: none"> <li>highly qualified teachers</li> <li>equitable distribution analysis</li> <li>required reports for high quality mentoring and supports for all educators</li> <li>educator effectiveness and evaluation development and implementation (as per Wis. Stat. §118.42)</li> <li>plans of rapid compliance.</li> </ul> </li> </ul>

# Section 2: Implementing a Successful Response to Intervention System (System of Early Intervening Services)

School Year Goal(s)	
<ol style="list-style-type: none"> <li>1. Implement the Comprehensive Literacy Plan (CLP), providing instruction in reading for all students, maximizing instructional time.</li> <li>2. Implement the Comprehensive Math Plan (CMP), providing instruction in mathematics for all students, maximizing instructional time.</li> <li>3. Collect data to document fidelity of implementation of CLP and CMP using tools approved by DPI.</li> <li>4. Prepare to report in 2012-2013 on students identified in need of Tier 3 interventions in reading and mathematics by school, grade, teacher, individual student, the intervention(s), and DPI approved progress monitoring tools to be used in grades K-8.</li> <li>5. Prepare to report in 2012-2013 on students identified in need of Tier 2 interventions in reading and mathematics by school, grade, teacher, individual student, the intervention(s), and DPI approved progress monitoring tools to be used in grades 9-12.</li> <li>6. Use universal screening data of at least 95 percent of K-12 students on reading and mathematics conducted at least three times during the 2011-12 school year to determine levels of need and progress in performance in core instruction of reading and mathematics.</li> <li>7. Provide DPI approved Tier 2 interventions in reading and mathematics to K-8 students identified as being in need based on analysis of universal screening data.</li> <li>8. Conduct approved progress monitoring on each student receiving Tier 2 interventions in reading and mathematics for grades K-8.</li> <li>9. Implement the district-wide plan for parent/family/community involvement in Response to Intervention (RtI) at each school in making decisions about how the school will implement response to intervention services and provide training in all schools to parents on RtI including how to understand universal screening data.</li> </ol>	
Quarterly Indicator	Evidence
Q1 <ul style="list-style-type: none"> <li>• Ensure the district has implemented the MPS Comprehensive Literacy Plan and Comprehensive Mathematics Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q1S2A—Meet with DPI staff in a strategy session to review progress and benchmarks by September 30, 2011, on the following:               <ul style="list-style-type: none"> <li>– updates on any 2010-2011 Corrective Action Required approved items</li> <li>– overall implementation of CLP and CMP</li> <li>– professional development</li> <li>– screening data</li> <li>– Tier 2 interventions implementation</li> <li>– Tier 3 interventions development process</li> <li>– required Corrective Action Requirement evidence.</li> </ul> </li> </ul>

## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q1	<ul style="list-style-type: none"> <li>Ensure the district has implemented the district's Response to Intervention System (System of Early Intervening Services).</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S2B—Meet with DPI staff in a strategy session to review progress and benchmarks by September 30, 2011, on the following:               <ul style="list-style-type: none"> <li>updates on any 2010-2011 Corrective Action Requirement approved items</li> <li>implementation of RtI according to Table 1</li> <li>Tier 1 implementation</li> <li>Tier 2 implementation</li> <li>Tier 2 and 3 development process</li> <li>RtI progress monitoring handbooks</li> <li>involving parents in decision-making about RtI</li> <li>required Corrective Action Requirement evidence.</li> </ul> </li> </ul>
Q1	<ul style="list-style-type: none"> <li>Use universal screening data with district designated decision rules as part of the district's ClasStat process to inform teachers of students' needs in reading and mathematics at the beginning of the year.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S2C—Submit an electronic copy by September 30, 2011, of a district-wide requirement for all schools to implement universal screening in reading, mathematics, and behavior for all students.</li> <li>11-12Q1S2D—Submit an electronic copy by September 30, 2011, of a draft handbook of universal screening that is used district-wide that includes:               <ul style="list-style-type: none"> <li>reliable data collection</li> <li>data reporting procedures</li> <li>data analysis procedures</li> <li>MPS designated decision rules and cut scores</li> <li>how universal screening data and cut scores will be used to modify instruction.</li> </ul> </li> </ul>
Q1	<ul style="list-style-type: none"> <li>Report on 2011 summer school programs that have a mathematics or reading focus.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S2E—Submit an electronic spreadsheet by September 30, 2011, of all summer school program sites that includes: location, grade level(s), student name, total number of days of student attendance by student ID, total number of days of programming, by instructional program, and retention status.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>Report on Tier 2 interventions in reading (K-8).</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S2F—Submit an electronic list by September 30, 2011, of research-based Tier 2 interventions for reading that are to be used by elementary and middle school levels.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>Involve parents and the community in RtI implementation at each school.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S2G—Submit an electronic copy by September 30, 2011, of the updated plan for involving parents and the community in school-level RtI implementation that includes:               <ul style="list-style-type: none"> <li>how parents at each school are involved in school-level RtI decision making</li> <li>how parental and community input is gathered for continuous improvement for RtI processes.</li> </ul> </li> </ul>

## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Update the Comprehensive Literacy Plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2A—Submit an electronic copy by December 31, 2011, of the updated Comprehensive Literacy Plan that includes all research-based Tier 2 interventions and any other updates.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Update the Comprehensive Mathematics Plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2B—Submit an electronic update by December 31, 2011, on any conditionally approved plan items for the 2011-2012 school year.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Implement the district-wide Comprehensive Literacy Plan and Comprehensive Mathematics Plan curricula.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2C—Submit an electronic list by December 31, 2011, of the reading textbook for each school by school, by grade, and name of reading textbook.</li> <li>11-12Q2S2D—Submit an electronic list by December 31, 2011, of any schools that have received an exemption from the reading textbook adoption, the criteria upon which that exemption was granted, and the textbook currently being used.</li> <li>11-12Q2S2E—Submit an electronic list by December 31, 2011, of the mathematics textbook for each school by school, by grade, and name of mathematics textbook.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Ensure that Rtl is integrated into school improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2F—Submit an electronic copy by December 31, 2011, of the specific section of school improvement plans that integrate Rtl actions/efforts for five elementary schools, five middle schools, and five high schools.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Report on Tier 2 interventions in mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2G – Submit an electronic analysis report by school by December 31, 2011, of a district-conducted needs assessment using a principal survey to list current school interventions in place before the district-wide designated introduction of Tier 2 interventions, including those schools that did not submit data.</li> <li>11-12Q2S2H—Submit an electronic plan of rapid compliance by December 31, 2011, for each school that did not report or respond to the principal survey.</li> </ul>



Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Use DPI approved Tier 2 interventions in reading and mathematics to respond to the needs of groups of K-8 students.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2I—Submit an electronic report by December 31, 2011, of the following Tier 2 information in reading:               <ul style="list-style-type: none"> <li>– district-wide process for selecting students to receive Tier 2 interventions</li> <li>– district-wide process for tracking and measuring Tier 2 intervention student data</li> <li>– five random samples of elementary student Exceed reports</li> <li>– five random samples of middle student Exceed reports.</li> </ul> </li> <li>11-12Q2S2J—Submit an electronic spreadsheet by December 31, 2011, by school, by teacher, and by title of the professional development received, focused on Tier 2 interventions in reading and mathematics that includes:               <ul style="list-style-type: none"> <li>– school-based, school day, and job embedded professional development (e.g., coaching, mentoring, or professional learning communities)</li> <li>– training provided by vendors of any newly purchased materials</li> <li>– districtwide, department, or grade-level activities.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>Use DPI approved progress monitoring tools to measure response to Tier 2 interventions in K-8 reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2K—Submit an electronic description by December 31, 2011, of the measures to be used for progress monitoring for reading and mathematics and the frequency these measures will be used.</li> <li>11-12Q2S2L—Submit an electronic copy by December 31, 2011, of the progress monitoring handbooks that have been provided to staff members who will be responsible for Tier 2 progress monitoring.</li> <li>11-12Q2S2M—Submit an electronic report by December 31, 2011, on how progress monitoring data shall be used to adjust interventions and support movement between tiers.</li> </ul>

Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>11-12Q2S2N—Submit an electronic spreadsheet by December 31, 2011, of the following EXCEED progress monitoring in reading for all schools K-8: by school, by student ID and will capture a minimum of two interventions for reading including intervention beginning and ending dates, the name of the progress monitoring measure, by date, and by all scores for reading. In addition, five representative samples of elementary school reports and five representative samples of middle school reports must be included.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Use implementation integrity tools for core instruction in mathematics, reading, and DPI approved universal screening.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2O—Submit an electronic description by December 31, 2011, of updates to the implementation integrity tools for core instruction in reading, mathematics, and universal screening.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Provide professional development to teachers focused on the Comprehensive Mathematics Plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2P—Submit an electronic spreadsheet by December 31, 2011, by school, by teacher, and by title of the professional development received, focused on the Comprehensive Mathematics Plan that includes:                             <ul style="list-style-type: none"> <li>school-based, school day, and job embedded professional development (e.g., coaching, mentoring, or professional learning communities)</li> <li>training provided by vendors of any newly purchased materials</li> <li>district wide, department, or grade-level activities</li> <li>agendas from each professional development held</li> <li>any other related professional development events.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>Provide instruction in mathematics for all students maximizing instructional time, as defined by:                             <ul style="list-style-type: none"> <li>a) Implementing 60 minutes of instruction daily in mathematics for grades K-3 in all schools.</li> <li>b) Implementing 60 minutes of instruction daily in mathematics in grades 4-8 in all schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2Q—Submit an electronic report by December 31, 2011, of how a &amp; b are being implemented in the MPS Comprehensive Math Plan. Reference the page numbers on the Comprehensive Math Plan with a delineation of time that maximizes instruction.</li> </ul>

## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Provide professional development to all MPS schools to collect, analyze, and use universal screening data.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2R—Submit an electronic copy by December 31, 2011, of a plan to provide professional development in the 2011-2012 school year for all schools to collect, analyze, and use universal screening data for MAP, SAIL, IDEL and PBIS.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Provide professional development to teachers focused on the Comprehensive Literacy Plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2S—Submit an electronic spreadsheet by December 31, 2011, by school, by teacher, and by title of the professional development received, focused on the Comprehensive Literacy Plan that includes:               <ul style="list-style-type: none"> <li>school-based, school day, and job embedded professional development (e.g., coaching, mentoring, or professional learning communities)</li> <li>training provided by vendors of purchased materials</li> <li>district wide, department, or grade-level activities</li> <li>agendas from each professional development held</li> <li>any other related professional development events.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>Provide instruction in reading for all students maximizing instructional time, as defined by:               <ol style="list-style-type: none"> <li>Implementing 90 minutes of reading instruction daily for grades K-3 in all schools</li> <li>Implementing 60 minutes of reading instruction daily in grades 4-8 in all schools.</li> <li>Implementing reading intervention courses for grades 9-12 and other grades as identified.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2T—Submit an electronic report by December 31, 2011, reporting period of how a, b, and c are being implemented in the MPS Comprehensive Literacy Plan. Reference the page numbers for these descriptions on the Comprehensive Literacy Plan with a delineation of time that maximizes instruction.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Report K-12 universal screening data in reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2U—Submit an electronic spreadsheet by December 31, 2011, of universal screening data that includes data for all students listed by school, by grade, by student ID, by the dates of screening or testing window, the scores, the measures used, and coded by Tier (students receiving Tier 2 services) using data from the first screening window.</li> </ul>

## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>• 11-12Q2S2V—Submit an electronic description by December 31, 2011, of the specific name of the database/datamart in the data warehouse from which screening data will be accessed.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Provide updates on the 9-12 universal screening system (SAIL).</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S2W—Submit an electronic report by December 31, 2011, of any changes or updates to the SAIL that have been made since January 2011.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Prepare to report on students identified in need of Tier 3 interventions in reading and/or mathematics by school, by grade, by teacher, by student, and the interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S2X—By December 31, 2011, meet with DPI staff. At the meeting, the district and the DPI will discuss:               <ul style="list-style-type: none"> <li>– a list of proposed Tier 3 interventions in reading and mathematics for use in grades K-8</li> <li>– a review of the research literature on scientific research-based interventions for elementary, middle, and high school levels. The description must include multiple citations with an analysis of how the research influenced the district’s selection of that intervention</li> <li>– a description of the scientific research that supports the use of each progress monitoring tool</li> <li>– the decision rules and cut scores for data-based decision-making on progress monitoring data and the use of interventions</li> <li>– the titles of staff at each K-8 school responsible for analyzing and using progress monitoring data to improve instruction</li> <li>– the titles of staff at each K-8 school responsible for assessing progress monitoring data on individual student rate of progress</li> <li>– a description of the training that will be provided to those staff who will provide interventions and those staff who will assess progress monitoring data</li> <li>– the method by which the Tier 3 data will be reported electronically and the name of the database/datamart in which these data will be stored</li> <li>– the method by which the Tier 3 data will be electronically reported at the school and district levels.</li> </ul> </li> </ul>

Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Collect data on fidelity of implementation of DPI approved universal screening, Tiers 1 and 2 in reading and mathematics instruction/interventions and progress monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2Y—Submit an electronic report by December 31, 2011, of implementation integrity by grade within each school selected for both quarters 1 and 2. Data are required from at least 10 percent of all schools and 30 percent of classrooms. These schools will be selected by the DPI. This report must include:               <ul style="list-style-type: none"> <li>an electronic spreadsheet that includes: student ID, name of intervention, intervention beginning date, intervention end date, name of teacher, name of measure of fidelity of implementation, date of fidelity of implementation, and the fidelity of implementation percentage score</li> <li>the method by which these data will be reported electronically and the datamart in which these data will be stored</li> <li>the procedures for collecting, analyzing, and reporting data on reliability and validity of the measure and reliability of the raters</li> <li>implementation integrity checks on core instruction for grades K-12</li> <li>implementation integrity checks on Tier 2 interventions for grades K-8</li> <li>the titles of staff responsible for implementation integrity checks of core instruction and universal screening, and descriptions of and materials from training provided to those staff</li> <li>a description of additional training and oversight for teachers who do not meet adequate levels of core instruction, universal screening, and progress monitoring integrity, especially instructional minutes, use of curriculum, and differentiation based on student data.</li> </ul> </li> <li>11-12Q2S2Z—Submit electronic copies by December 31, 2011, of the classroom and school schedules for each of the selected schools and classrooms and attach them to the completed observation forms.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Provide updates to the fidelity of implementation (FOI) tools.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2AA—Submit an electronic report by December 31, 2011, of revisions to the FOI tools and revisions to the process of FOI data collection based on DPI feedback.</li> </ul>

## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Provide training at schools (that includes parents as presenters) and resources to parents at schools that will help them understand what Rtl is and how they can understand their child's universal screening data and benchmark results.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2AB—Submit an electronic copy by December 31, 2011, of documentation of parent training in schools that demonstrates the efforts of school personnel to train parents in Rtl and assist them in how they can better understand their child's universal screening and benchmark data. Documentation must include the district's parent involvement checklist from 10 percent of all schools. These schools will be selected by the DPI.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Involve parents and the community in decision making about Rtl implementation.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2AC—Submit an electronic list by December 31, 2011, of the names of a "Parent and Community Involvement Coordinator" or person responsible for coordinating with parents and community about Rtl and PBIS in every school.</li> <li>11-12Q2S2AD—Submit an electronic copy by December 31, 2011, of documentation that describes parent involvement activities implemented according to the MPS plan from 10 percent of all schools. These schools will be selected by the DPI. Documentation must include examples of:               <ul style="list-style-type: none"> <li>– how parents at each school are involved in decision-making</li> <li>– how parental input is gathered for continuous improvement for Rtl processes in every school.</li> </ul> </li> <li>11-12Q2S2AE—Submit an electronic copy by December 31, 2011, of documentation that describes the community involvement activities and meetings conducted at each school to solicit input on the school's Rtl system from 10 percent of all schools. These schools will be selected by the DPI.</li> <li>11-12Q2S2AF—Submit an electronic report by December 31, 2011, describing district-wide activities implementing the plan to involve parents and community members in decision making about Rtl, how they are informed about the Rtl services and the results of those services.</li> </ul>

## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Use universal screening data with district designated decision rules as part of the district's ClasStat process to inform teachers of students' needs in reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S2AG—Submit an electronic copy by December 31, 2011, of a sample of 5 schools per region selected by DPI that provides evidence that the universal screening data for reading and mathematics were reviewed and analyzed by school K-12 using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention from the first screening window. Evidence must include: <ul style="list-style-type: none"> <li>reports provided to teachers containing screening data for each of their incoming students, using district-designated cut scores and decision rules including a list by school, by grade, by testing window, by scores, by the measures used, and coded by Tier (students receiving Tier 2 services).</li> </ul> </li> </ul>
Q3	<ul style="list-style-type: none"> <li>Report on K-12 universal screening data in reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S2A—Submit an electronic spreadsheet by March 31, 2012, of universal screening data that includes data for all students listed by school, by grade, by student ID, by the dates of screening or testing window, the scores, the measures used, and coded by Tier (students receiving Tier 2 services) using data from the 2nd screening window.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Use universal screening data with district designated decision rules as part of the district's ClasStat process to inform teachers of students' needs in reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S2B—Submit an electronic copy by March 31, 2012, of a sample of 5 schools per region selected by DPI that provides evidence that the universal screening data for reading and mathematics were reviewed and analyzed by every school K-12 using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention from the second testing window. Evidence must include: <ul style="list-style-type: none"> <li>reports provided to teachers containing screening data for each of their students, using district-designated cut scores and decision rules including a list by school, by grade, by testing window, by scores, by the measures used, and coded by Tier (students receiving Tier 2 services).</li> </ul> </li> </ul>

## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q3	<ul style="list-style-type: none"> <li>Collect data on fidelity of implementation of DPI approved universal screening, Tiers 1 and 2 in reading and mathematics instruction/interventions and progress monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S2C—Submit an electronic report by March 31, 2012, of implementation integrity by grade within each school selected for quarter 3. Data are required from at least 10 percent of all schools and 30 percent of classrooms. These schools will be selected by the DPI. This report must include: <ul style="list-style-type: none"> <li>an electronic spreadsheet that includes: student ID, name of intervention, intervention beginning date, intervention end date, name of teacher, name of measure of fidelity of implementation, date of fidelity of implementation, and the fidelity of implementation percentage score</li> <li>implementation integrity checks on core instruction for grades K-12</li> <li>implementation integrity checks on Tier 2 interventions for grades K-8</li> <li>a list of staff who have been trained in the use of the fidelity of implementation measure for mathematics instruction including establishing inter-rater reliability</li> <li>the titles of staff responsible for implementation integrity checks of core instruction and universal screening, and descriptions of and materials from training provided to those staff.</li> </ul> </li> </ul>
Q3	<ul style="list-style-type: none"> <li>Revise the process of selecting Tier 3 interventions and DPI approved progress monitoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S2D—Meet with DPI staff by March 31, 2012, to revise the process for selecting Tier 3 interventions and progress monitoring tools based on DPI’s feedback.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Report on Tier 2 interventions in mathematics K-8.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S2E—Submit an updated electronic copy of the Comprehensive Mathematics and Science Plan by March 31, 2012, that identifies the district-wide plan for implementing Tier 2 interventions approved by the DPI in Q2. The district-wide plan for Tier 2 interventions must include the analysis and findings from Q2 and the district-wide designated interventions.</li> <li>10-11Q3S2F—Submit an electronic list by March 31, 2012, by school and by mathematics interventions currently being used in grades K-8. The report must include data by school, by grade, and by interventions.</li> </ul>



## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q3	<ul style="list-style-type: none"> <li>Use DPI approved progress monitoring tools to measure response to Tier 2 interventions in K-8 reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S2G—Submit an electronic spreadsheet by March 31, 2012, of the following EXCEED progress monitoring in reading and mathematics for all K-8 schools: by school, by student ID, and will capture a minimum of two interventions for reading and mathematics including intervention beginning and ending dates, the name of the progress monitoring measure, by date, and by all scores for reading and mathematics. In addition, five representative samples of elementary school reports and five representative samples of middle school reports must be included.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Provide professional development to teachers focused on the Comprehensive Literacy Plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2A—Submit an electronic spreadsheet by June 15, 2012, by school, by teacher, and by title of the professional development received, focused on the Comprehensive Literacy Plan that includes:               <ul style="list-style-type: none"> <li>– school-based, school day, and job embedded professional development (e.g., coaching, mentoring, or professional learning communities)</li> <li>– training provided by vendors of purchased materials</li> <li>– district wide, department, or grade-level activities</li> <li>– agendas from each professional development held</li> <li>– any other related professional development events.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Provide professional development to teachers focused on the Comprehensive Mathematics Plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2B—Submit an electronic spreadsheet by June 15, 2012, by school, by teacher, and by title of the professional development received, focused on the Comprehensive Mathematics Plan that includes:               <ul style="list-style-type: none"> <li>– school-based, school day, and job embedded professional development (e.g., coaching, mentoring, or professional learning communities)</li> <li>– training provided by vendors of any newly purchased materials</li> <li>– district wide, department, or grade-level activities</li> <li>– agendas from each professional development held</li> <li>– any other related professional development events.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Update Comprehensive Literacy Plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2C—Submit an electronic copy by June 15, 2012, of the updated Comprehensive Literacy Plan that includes Tier 3 interventions and any other updates.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Update Comprehensive Mathematics Plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2D—Submit an electronic copy by June 15, 2012, of the updated Comprehensive Mathematics Plan that includes Tier 3 interventions and any other updates.</li> </ul>

## Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
Q4	<ul style="list-style-type: none"> <li>Provide updates to the fidelity of implementation (FOI) tools and submit for approval by DPI.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2E—Submit an electronic copy by June 15, 2012, that includes revisions to the FOI tools and revisions to the process of FOI data collection based on DPI feedback.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Finalize selections of DPI approved Tier 3 interventions and progress monitoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2F—Submit an electronic list by June 15, 2012, of Tier 3 interventions and progress monitoring tools that meet all DPI requirements.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Report on K-12 universal screening data in reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2G—Submit an electronic spreadsheet by June 15, 2012, of universal screening data that includes data for all students listed by school, by grade, by student ID, by the dates of screening or testing window, the scores, the measures used, and coded by Tier (students receiving Tier 2 services) using data from the 3rd screening window.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Use universal screening data with district designated decision rules as part of the district's ClasStat process to inform teachers of students' needs in reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2H—Submit an electronic copy by June 15, 2012, of a sample of 5 schools per region selected by DPI that provides evidence that the universal screening data for reading and mathematics were reviewed and analyzed by every school K-12 using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention from the third testing window. Evidence must include: <ul style="list-style-type: none"> <li>reports provided to teachers containing screening data for each of their students, using district-designated cut scores and decision rules including a list by school, by grade, by testing window, by scores, by the measures used, and coded by Tier (students receiving Tier 2 services).</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Use DPI approved progress monitoring tools to measure response to Tier 2 Interventions in K-8 reading and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S2I—Submit an electronic spreadsheet by June 15, 2012, of the following EXCEED progress monitoring in reading and mathematics for all K-8 schools: by school, by student ID, and will capture a minimum of two interventions for reading and mathematics including intervention beginning and ending dates, the name of the progress monitoring measure, by date, and by all scores for reading and mathematics. In addition, five representative samples of elementary school reports and five representative samples of middle school reports must be included.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Provide training at schools (that includes parents as presenters)</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2J—Submit an electronic copy by June 15, 2012, of documentation of parent training in school that demonstrates the efforts of school personnel to train</li> </ul>

Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
	<p>and resources to parents at schools that will help them understand what Rtl is and how they can understand their child's universal screening data and benchmark results.</p>	<p>parents in Rtl and assist them in how they can better understand their child's universal screening and benchmark data. Documentation must include the district's parent involvement checklist from 10 percent of all schools. These schools will be selected by the DPI.</p> <ul style="list-style-type: none"> <li>• 11-12Q4S2K—Submit an electronic spreadsheet by June 15, 2012, that lists for all schools the names of parents who participated in school level Rtl training in 2011-2012.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Involve parents and the community in decision making about Rtl implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S2L—Submit an electronic copy by June 15, 2012, of documentation that describes parent involvement activities implemented according to the MPS plan from 10 percent of all schools. These schools will be selected by the DPI. Documentation must include examples of: <ul style="list-style-type: none"> <li>– how parents at each school are involved in decision-making</li> <li>– how parental input is gathered for continuous improvement for Rtl processes in every school.</li> </ul> </li> <li>• 11-12Q4S2M—Submit an electronic copy by June 15, 2012, of documentation that describes the community involvement activities and meetings conducted at each school to solicit input on the school's Rtl system from 10 percent of all schools. These schools will be selected by DPI.</li> <li>• 11-12Q4S2N—Submit an electronic report by June 15, 2012, describing district-wide activities implementing the plan to involve parents and community members in decision making about Rtl, and how they are informed about the Rtl services and the results of those services.</li> <li>• 11-12Q4S2O—Submit an electronic report by June 15, 2012 of the Climate Survey Family Involvement Area data for 20 percent of all schools. These schools will be selected by the DPI. The report must include the following data: the survey, the raw scores, the calculated scores for all surveys received by the schools, and the total number of surveys distributed or attempted by school.</li> </ul>

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Quarterly Indicator		Evidence
Q4	<ul style="list-style-type: none"> <li>Prepare to implement Tier 3 for kindergarten through 8<sup>th</sup> grade in reading and mathematics including interventions and K-8 DPI approved progress monitoring tools in 2012-2013.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S2P—Submit an electronic report by June 15, 2012, of a modification to the RtI/PBIS plan to implement K-8 progress monitoring that includes:               <ul style="list-style-type: none"> <li>a list of proposed Tier 3 interventions in reading and mathematics for use in grades K-8 submitted for DPI approval</li> <li>a description of the scientific research that supports the use of each progress monitoring tool submitted for DPI approval</li> <li>progress monitoring tools to be used to measure the effectiveness of Tier 3 interventions. Progress monitoring tools must be based upon a review using criteria from the National RtI Center and be approved by DPI</li> <li>vetted interventions to date that have been approved by DPI for specific areas of concerns</li> <li>number of students identified K-8 in all buildings that will need Tier 3 interventions in literacy by school, by grade, and by student.</li> <li>number of students identified K-8 in all buildings who will need Tier 3 interventions in numeracy by school, by grade, and by student</li> <li>the decision rules for student identification, including the cut scores used to identify the need for modifications or movement between tiers</li> <li>the titles of staff at each school responsible for analyzing and using progress monitoring data to improve instruction</li> <li>the titles of staff responsible for implementation integrity checks, and descriptions of and materials from training that will be provided to those staff</li> <li>additional training and oversight for teachers who do not meet adequate levels of progress monitoring integrity</li> <li>a description of the implementation fidelity of the administration of the progress monitoring tool that includes:                   <ul style="list-style-type: none"> <li>the implementation integrity measure</li> <li>procedures for collecting, analyzing, and reporting data on the reliability and validity of the measure</li> <li>reliability of the raters</li> </ul> </li> </ul> </li> </ul>

Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>▪ the methods by which the data will be reported electronically and the database in which these data will be stored.</li> <li>• 11-12Q4S2Q—Submit an electronic copy by June 15, 2012, of the final progress monitoring handbook for school staffs.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Prepare to implement Tier 2 for 9<sup>th</sup> through 12<sup>th</sup> grade in reading and mathematics including DPI approved interventions and progress monitoring tools in 2012-2013.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S2R—Submit an electronic report by June 15, 2012, of a modification to the Rtl plan to implement 9-12 progress monitoring that includes:               <ul style="list-style-type: none"> <li>– a list of proposed Tier 2 interventions in reading and mathematics for use in grades 9-12 submitted for DPI approval</li> <li>– a description of the scientific research that supports the use of each progress monitoring tool submitted for DPI approval</li> <li>– progress monitoring tools to be used to measure the effectiveness of Tier 2 interventions. Progress monitoring tools must be based upon a review using criteria from the National Rtl Center and be approved by DPI</li> <li>– vetted interventions to date that have been approved by DPI for specific areas of concerns</li> <li>– number of students identified 9-12 in all buildings who will need Tier 2 interventions in literacy by school, by grade, and by student.</li> <li>– number of students identified 9-12 in all buildings that will need Tier 2 interventions in numeracy by school, by grade, and by student</li> <li>– the decision rules for student identification, including the cut scores used to identify the need for modifications or movement between tiers</li> <li>– the titles of staff at each school responsible for analyzing and using progress monitoring data to improve instruction</li> <li>– the titles of staff responsible for implementation integrity checks, and descriptions of and materials from training that will be provided to those staff</li> <li>– additional training and oversight for teachers who do not meet adequate levels of progress monitoring integrity</li> <li>– a description of the implementation fidelity of the administration of the progress monitoring tool that includes:</li> </ul> </li> </ul>

Section 2: Implementing a Successful Response to intervention System

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>▪ the implementation integrity measure</li> <li>▪ procedures for collecting, analyzing, and reporting data on the reliability and validity of the measure</li> <li>▪ reliability of the raters</li> <li>▪ the methods by which the data will be reported electronically and the database in which these data will be stored.</li> </ul> <ul style="list-style-type: none"> <li>• 11-12Q4S2S—Submit an electronic copy by June 15, 2012, of the final handbook for school staffs.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Use DPI approved Tier 2 interventions in reading and mathematics to respond to the needs of groups of K-8 students.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S2T—Submit an electronic report by June 15, 2012, of the following Tier 2 information:                             <ul style="list-style-type: none"> <li>– five random samples of elementary student Exceed reports</li> <li>– five random samples of middle student Exceed reports.</li> </ul> </li> <li>• 11-12Q4S2U—Submit an electronic spreadsheet by June 15, 2012, by school, by teacher, and by title of the professional development received, focused on Tier 2 interventions in reading and mathematics that includes:                             <ul style="list-style-type: none"> <li>– school-based, school day, and job embedded professional development (e.g., coaching, mentoring, or professional learning communities)</li> <li>– training provided by vendors of any newly purchased materials</li> <li>– district wide, department, or grade-level activities.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Provide professional development in all MPS schools to collect, analyze, and use universal screening data.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S2V—Submit an electronic spreadsheet by June 15, 2012, of the professional development provided in the 2011-2012 school year for all schools to collect, analyze, and use universal screening data for MAP, SAIL, IDEL, and PBIS. The spreadsheet must include for all schools the following data: by school, by teacher, and by title of the professional development received.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Identify the training and implementation timeline of Rtl in all schools for the 2012-2013 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S2W—Submit an electronic spreadsheet by June 15, 2012, listing proposed Rtl timelines for every school specifying the expected phase of training and implementation each school will complete in 2012-2013.</li> </ul>

# Section 3: Implementing a Successful Positive Behavior Interventions and Supports System

School Year Goal(s)		
<ol style="list-style-type: none"> <li>1. Conduct DPI approved universal screening for behavior in all schools throughout the school year.</li> <li>2. Develop and implement Rapid Compliance Plans for schools that do not show evidence for readiness to move to subsequent tiers of implementation.</li> <li>3. Tier 1 implementers (2011-2012):               <ol style="list-style-type: none"> <li>a. Implement Tier 1 throughout the 2011-2012 school year with fidelity to the national model (pbis.org) for all schools meeting national guidelines for preparedness.</li> <li>b. Complete all training for Tier 2 per the national model for all schools meeting national guidelines for preparedness.</li> </ol> </li> <li>4. Tier 2 implementers (2011-2012):               <ol style="list-style-type: none"> <li>a. Implement Tiers 1 and 2 throughout the 2011-2012 school year with fidelity to the national model.</li> <li>b. Complete all training for Tier 3 per the national model for all schools meeting national guidelines for preparedness.</li> </ol> </li> <li>5. Tier 3 implementers (2011-2012):               <ol style="list-style-type: none"> <li>a. implement Tiers 1, 2, and 3 throughout the 2011-2012 school year with fidelity to the national model.</li> </ol> </li> </ol>		
Quarterly Indicator	Evidence	
Q1	<ul style="list-style-type: none"> <li>• Ensure the district has implemented the district's plan for PBIS (System of Early Intervening Services).</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q1S3A—Meet with DPI staff in a strategy session to review progress and benchmarks by September 30, 2011, on the following:               <ul style="list-style-type: none"> <li>– overall implementation of PBIS according to Table 1</li> <li>– professional development</li> <li>– screening data</li> <li>– Tier 2 interventions implementation</li> <li>– Tier 3 interventions development process</li> <li>– required Corrective Action Requirement evidence.</li> </ul> </li> </ul>
Q1	<ul style="list-style-type: none"> <li>• Use universal screening data with district designated decision rules as part of the district's PBIS Universal Team process to inform teachers of students' needs in behavior at the beginning of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q1S3B—Submit an electronic report by September 30, 2011, of a sample of 5 schools per region selected by DPI that provides evidence that the universal screening data for behavior (attendance, referrals to office, suspensions, expulsions) were reviewed and analyzed by school using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention from the 2010-2011 school year. Evidence must include:</li> </ul>

Section 3: Implementing a Successful Positive Behavior Interventions and Support System

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>– reports provided to teachers containing screening data for each of their incoming students, using district-designated cut scores and decision rules including a list by school, by grade, by students identified in need of an intervention</li> <li>• 11-12Q1S3C—Submit an electronic copy by September 30, 2011, of the final versions of screening handbooks for teachers describing how to use the screening data to modify instruction based on student need.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>• Use DPI approved progress monitoring tools to measure response to Tier 2 and/or Tier 3 interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q1S3D—Submit an electronic spreadsheet by September 30, 2011, of the following EXCEED progress monitoring in behavior for all schools: by school, by student ID, and will capture a minimum of two interventions for behavior including intervention beginning and ending dates, the name of the teacher, name of implementation integrity measure, date of FOI measure, and FOI percentage scores. In addition, five representative samples of elementary school reports, five representative samples of middle school reports, and five representative samples of high school reports must be included.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>• Conduct DPI approved universal screening for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q1S3E—Submit an electronic spreadsheet September 30, 2011, that includes data by school, by grade, by student ID of the following:               <ul style="list-style-type: none"> <li>– data for all students coded by tier of behavioral support</li> <li>– daily attendance</li> <li>– behavior/office referrals</li> <li>– in-school suspension</li> <li>– out-of-school suspension</li> <li>– retention</li> <li>– truancy</li> <li>– expulsion</li> <li>– school initiated phone call to a parent regarding a behavior incident referral that resulted in the removal of a student</li> <li>– school initiated phone call to police regarding a behavior incident referral that resulted in the removal of a student</li> <li>– any phone calls regarding a student to the Mobile Urgent Treatment Team or other mental health providers.</li> </ul> </li> </ul>



Section 3: Implementing a Successful Positive Behavior Interventions and Support System

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>• 11-12Q1S3F—Submit an electronic description by September 30, 2011, of the specific name of the database/datamart in the data warehouse/datamart from which screening data will be accessed.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Ensure that PBIS is integrated into school improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S3A—Submit an electronic copy by December 31, 2011, of the specific section of school improvement plans that integrate PBIS actions/efforts for five elementary schools, five middle schools, and five high schools.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Collect data on fidelity of implementation of universal screening, Tiers 1 and 2 for PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S3B—Submit an electronic report by December 31, 2011, of implementation integrity data by grade within each school selected for quarter 2. Data are required from at least 10 percent of all schools. These schools will be selected by the DPI. This report must include:               <ul style="list-style-type: none"> <li>– scores as defined in the approved description of implementation fidelity measures for implementation integrity of universal screening data collection and analysis by school sites for grades K-12</li> <li>– all implementation integrity data including scores used in calculating the percent of implementation integrity for each measure</li> <li>– all relevant PBIS data including item scores for each measure used (SET) by school if collected at all levels for the schools selected</li> <li>– the titles of staff responsible for implementation integrity checks</li> <li>– a description of additional training and oversight for teachers and others who do not meet adequate levels of core instruction, universal screening, and progress monitoring integrity, especially instructional minutes, use of curriculum, and differentiation based on student data</li> <li>– scores on implementation integrity measures post-training for all teachers and others receiving training to remediate deficits in their implementation.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Provide instruction in positive behaviors for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S3C—Submit an electronic spreadsheet by December 31, 2011, that includes for each school the determination of need from the PBIS model (the “Big 5 data”) and how core instruction in behavior was modified.</li> <li>• 11-12Q2S3D—Submit an electronic report by December 31, 2011, by school of the time spent in instruction in positive behavior using scientific research-based curricula.</li> </ul>

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Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Use universal screening data with district designated decision rules as part of the district's PBIS Universal Team process to inform teachers of students' needs in behavior at the beginning of the year.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S3E—Submit an electronic report by December 31, 2011, of a sample of 5 schools per region selected by DPI of evidence that the universal screening data for behavior (attendance, referrals to office, suspensions, expulsions) were reviewed and analyzed by school using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention from the first screening window. Evidence must include:               <ul style="list-style-type: none"> <li>reports provided to teachers containing screening data for each of their students, using district-designated cut scores and decision rules including a list by school, by grade, by students identified in need of an intervention.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>Use DPI approved Tier 2 and Tier 3 interventions to respond to the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S3F—Submit an electronic list by December 31, 2011, of research-based interventions for positive behaviors that are to be used by elementary, middle, and high school levels.</li> <li>11-12Q2S3G—Submit an electronic spreadsheet by December 31, 2011, by school, by teacher, and by title of the professional development received, focused on Tier 2 and/or Tier 3 interventions in behavior that includes:               <ul style="list-style-type: none"> <li>school-based, school day, and job embedded professional development (e.g., coaching, mentoring, or professional learning communities)</li> <li>training provided by vendors of any newly purchased materials</li> <li>district wide, department, or grade-level activities.</li> </ul> </li> </ul>

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Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>• 11-12Q2S3H—Submit an electronic report by December 31, 2011, of the following Tier 2 and Tier 3 information:               <ul style="list-style-type: none"> <li>– district-wide process for selecting students to receive Tier 2 and Tier 3 interventions</li> <li>– district-wide process for tracking and measuring Tier 2 and Tier 3 intervention student data</li> <li>– five random samples of elementary student Exceed reports</li> <li>– five random samples of middle student Exceed reports</li> <li>– five random samples of high school student Exceed reports.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Use DPI approved progress monitoring tools to measure response to Tier 2 and/ or Tier 3 interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S3I—Submit an electronic description by December 31, 2011, of the measures to be used for progress monitoring for behavior and the frequency these measures will be used.</li> <li>• 11-12Q2S3J—Submit an electronic copy by December 31, 2011, of the progress monitoring handbooks to staff member who will be responsible for Tier 2 and Tier 3 progress monitoring.</li> <li>• 11-12Q2S3K—Submit an electronic spreadsheet by December 31, 2011, of the following EXCEED progress monitoring in behavior for all schools: by school, by student ID, and will capture a minimum of two interventions for behavior including intervention beginning and ending dates, the name of the teacher, name of implementation integrity measure, date of FOI measure, and FOI percentage scores. In addition, five representative samples of elementary school reports, five representative samples of middle school reports, and five representative samples of high school reports must be included.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Prepare for implementation of Tier 3.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S3L—By December 31, 2011, meet with DPI staff regarding Tier 3 implementation. At the meeting, the district must provide:               <ul style="list-style-type: none"> <li>– a list of proposed Tier 3 interventions in behavior</li> <li>– a review of research literature on scientific research-based interventions for elementary, middle, and high school levels. The description must include multiple citations with an analysis of how the research influenced the district’s selection of that intervention.</li> <li>– a description of the scientific research that supports each progress monitoring tool</li> </ul> </li> </ul>

Section 3: Implementing a Successful Positive Behavior Interventions and Support System

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>– the decision rules and cut scores for data-based decision-making on progress monitoring data and the use of interventions</li> <li>– the titles of staff at each school responsible for analyzing and using progress monitoring data to improve the behavior intervention</li> <li>– the titles of staff at each school responsible for using Tier 3 interventions with selected students</li> <li>– the titles of staff at each school responsible for assessing progress monitoring data on individual student rate of progress</li> <li>– a description of the training that will be provided to those staff who will provide interventions and those staff who will assess progress monitoring data</li> <li>– the method by which the Tier 3 progress monitoring data will be reported electronically and the name of the database in which these data will be stored</li> <li>– the method by which the Tier 3 progress monitoring data will be electronically reported at the school and district levels.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Report on Tier 1, Tier 2, and Tier 3 data.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S3M—Submit an electronic report by December 31, 2011, for each school implementing PBIS that includes:               <ul style="list-style-type: none"> <li>– universal screening data using the district wide cut scores (same elements as Q1)</li> <li>– list of students receiving interventions by school, by grade, by tier of intervention, and by teacher.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Ensure that all schools consistently collect and report attendance and office referral data using a standard district definition.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S3N—Submit an electronic copy by December 31, 2011, of a plan to provide professional development in the 2011-2012 school year for all schools which will increase a school’s capacity to consistently collect and report attendance and office referral data.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Ensure that all teachers have received appropriate level of PBIS tier training.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q2S3O—Submit an electronic spreadsheet by December 31, 2011, that lists for all schools the following data: by school, by teacher, by appropriate PBIS tier of implementation, and by PBIS tier of training.</li> <li>• 11-12Q2S3P—Submit an electronic list by December 31, 2011, of the external coaches by school, titles, and dates of each PBIS coach’s professional development participation.</li> </ul>

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Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>11-12Q2S3Q—Submit an electronic list by December 31, 2011, of the team facilitators by teaching assignment, titles, and dates of each PBIS team facilitator’s professional development.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Provide training for next tiers for all eligible schools.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S3A—Submit an electronic report by March 31, 2012, that provides the following information on all schools receiving PBIS training:               <ul style="list-style-type: none"> <li>list of schools and their respective training tier</li> <li>content of training and trainer qualifications</li> <li>participant ratings for each PBIS training session</li> <li>participant sign-in sheets for each PBIS training with the workshop title, date, staff names, and the percent of staff attendance by school.</li> </ul> </li> </ul>
Q3	<ul style="list-style-type: none"> <li>Ensure that all schools have the appropriate level of readiness to move to the next stage of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S3B—Submit an electronic copy by March 31, 2012, of the plan of rapid compliance for schools that do not have the adequate evidence of their readiness to move the next stage of implementation that includes:               <ul style="list-style-type: none"> <li>cut scores and decision rules about school-level data to identify schools needing Rapid Compliance</li> <li>staff training needs</li> <li>identification of barriers</li> <li>plans for administrative oversight and additional support for implementation.</li> </ul> </li> </ul>
Q3	<ul style="list-style-type: none"> <li>Use DPI approved progress monitoring tools to measure response to Tier 2 and/or Tier 3 interventions.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S3C—Submit an electronic spreadsheet by March 31, 2012, of the following EXCEED progress monitoring in behavior for all schools: by school, by student ID, and will capture a minimum of two interventions for behavior including intervention beginning and ending dates, the name of the teacher, name of implementation integrity measure, date of FOI measure, and FOI percentage scores. In addition, five representative samples of elementary school reports, five representative samples of middle school reports, and five representative samples of high school reports must be included.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Provide instruction in positive behaviors for all students.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S3D—Submit an electronic spreadsheet by March 31, 2012, that includes for each school the determination of need from the PBIS model (the “Big 5 data”) and how core instruction in behavior was modified.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Make revisions to the process of selecting Tier 2 and Tier 3 interventions and progress monitoring tool and submit to DPI</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S3E—By March 31, 2012, meet with DPI to revise the process for selecting Tier 2 and Tier 3 interventions and progress monitoring tools based on DPI’s feedback.</li> </ul>

Section 3: Implementing a Successful Positive Behavior Interventions and Support System

Quarterly Indicator		Evidence
	for approval.	
Q4	<ul style="list-style-type: none"> <li>Ensure that all schools have the appropriate level of readiness to move to the next stage of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S3A—Submit an electronic copy by June 15, 2012, of any additional plan(s) of rapid compliance for schools that do not have the adequate evidence of their readiness to move the next stage of implementation that includes:               <ul style="list-style-type: none"> <li>– cut scores and decision rules about school-level data to identify schools needing Rapid Compliance</li> <li>– staff training needs</li> <li>– identification of barriers</li> <li>– plans for administrative oversight and additional support for implementation.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Ensure that all teachers have received appropriate level of PBIS tier training.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S3B—Submit an electronic spreadsheet by June 15, 2012, that lists for all schools the following data: by school, by teacher, and by PBIS tier of training.</li> <li>11-12Q4S3C—Submit an electronic list by June 15, 2012, of the external coaches by school, titles, and dates of each PBIS coach’s professional development participation.</li> <li>11-12Q4S3D—Submit an electronic list by June 15, 2012, of the team facilitators by teaching assignment, titles, and dates of each PBIS team facilitator’s professional development.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Collect data on fidelity of implementation of universal screening, Tiers 1 and 2 for PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S3E—Submit an electronic report by June 15, 2012, of implementation integrity data by grade within each school selected. Data are required from at least 10 percent of all schools. These schools will be selected by the DPI. This report must include:               <ul style="list-style-type: none"> <li>– scores as defined in the approved description of implementation fidelity measures for implementation integrity of universal screening data collection and analysis by school sites for grades K-12</li> <li>– all implementation integrity data including scores used in calculating the percent of implementation integrity for each measure</li> <li>– all relevant PBIS data including item scores for each measure used (SET) by school if collected at all levels for the schools selected</li> <li>– the titles of staff responsible for implementation integrity checks</li> <li>– a description of additional training and oversight for teachers and others who do not meet adequate levels</li> </ul> </li> </ul>

Section 3: Implementing a Successful Positive Behavior Interventions and Support System

Quarterly Indicator		Evidence
		<p>of core instruction, universal screening, and progress monitoring integrity, especially instructional minutes, use of curriculum, and differentiation based on student data</p> <ul style="list-style-type: none"> <li>– scores on implementation integrity measures post-training for all teachers and others receiving training to remediate deficits in their implementation.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Prepare to use 2011-2012 PBIS fidelity data to modify school practices for 2012-2013 in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S3F—Submit an electronic description by June 15, 2012, by school of how the 2011-12 school year data from the pre and post SET are being used to modify school PBIS practices for 2012-13 school year.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Finalize selections of DPI approved Tier 3 interventions and progress monitoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S3G—Submit an electronic list by June 15, 2012, of Tier 3 interventions and progress monitoring tools that meet all DPI requirements.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Report on Tier 1, Tier 2, and Tier 3 data.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S3H—Submit an electronic report by June 15, 2012, for each school implementing PBIS that includes: <ul style="list-style-type: none"> <li>– universal screening data using the district-wide cut scores (same elements as Q1)</li> <li>– list of students receiving interventions by school, by grade, by tier of intervention, and by teacher.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Use universal screening data with district designated decision rules as part of the district’s PBIS Universal Team process to inform teachers of students’ needs in behavior at the beginning of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S3I—Submit an electronic report by June 15, 2012, of a sample of 5 schools per region selected by DPI of evidence that the universal screening data for behavior (attendance, referrals to office, suspensions, expulsions) were reviewed and analyzed by school using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention from the third screening window. Evidence must include: <ul style="list-style-type: none"> <li>– reports provided to teachers containing screening data for each of their students, using district-designated cut scores and decision rules including a list by school, by grade, by students identified in need of an intervention.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Ensure that all schools consistently collect and report attendance and office referral data using a standard district definition.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12Q4S3J—Submit an electronic spreadsheet by June 15, 2012, of professional development that was provided in the 2011-2012 school year for all schools which increased a school’s capacity to consistently collect and report attendance and office referral data. This report must include data by date, by school, by title and by name of participants.</li> </ul>

Section 3: Implementing a Successful Positive Behavior Interventions and Support System

Quarterly Indicator		Evidence
Q4	<ul style="list-style-type: none"> <li>Use DPI approved progress monitoring tools to measure response to Tier 2 and Tier 3 Interventions.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S3K—Submit an electronic spreadsheet by June 15, 2012, of the following EXCEED progress monitoring in behavior for all schools: by school, by student ID, and will capture a minimum of two interventions for behavior including intervention beginning and ending dates, the name of the teacher, name of implementation integrity measure, date of FOI measure, and FOI percentage scores. In addition, five representative samples of elementary school reports, five representative samples of middle school reports, and five representative samples of high school reports must be included.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Use DPI approved Tier 2 and Tier 3 interventions to respond to the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S3L—Submit an electronic spreadsheet by June 15, 2012, by school, by teacher, and by title of the professional development received, focused on Tier 2 and/or Tier 3 interventions in behavior that includes:               <ul style="list-style-type: none"> <li>school-based, school day, and job embedded professional development (e.g., coaching, mentoring, or professional learning communities)</li> <li>training provided by vendors of any newly purchased materials</li> <li>district wide, department, or grade-level activities.</li> </ul> </li> <li>11-12Q4S3M—Submit an electronic report by June 15, 2012, of the following Tier 2 and Tier 3 information:               <ul style="list-style-type: none"> <li>five random samples of elementary student Exceed reports</li> <li>five random samples of middle student Exceed reports</li> <li>five random samples of high school student Exceed reports.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Identify the training and implementation timeline of PBIS in all schools for the 2012-2013 school year (consistent with Table 1).</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S3N—Submit an electronic spreadsheet by June 15, 2012, listing proposed PBIS timelines for every school specifying the expected phase of training and implementation each school will complete in 2012-2013.</li> </ul>



## Section 4: Ensuring Accountability at the District, School, and Student Levels

School Year Goal		
<ol style="list-style-type: none"> <li>1. Use the district's structure to ensure that the Corrective Action Requirements are implemented in all MPS schools.</li> <li>2. Maximize resources to improve student outcomes.</li> </ol>		
Quarterly Indicator	Evidence	
Q1	<ul style="list-style-type: none"> <li>• Ensure the district's system of support is fully-staffed throughout the 2011-2012.</li> </ul>	
Q1	<ul style="list-style-type: none"> <li>• 11-12Q1S4A—Maintain an MPS Director of District and School Improvement, DIFI supervisors, and designate Central Office leads for each section of the Corrective Action Requirements by September 30, 2011.</li> <li>• 11-12Q1S4B - Submit an electronic copy by September 30, 2011, of the district's organization chart that includes key positions and names of staff by region.</li> </ul>	
Q1	<ul style="list-style-type: none"> <li>• Ensure the district has implemented the district's system of accountability at the district, school, and student levels.</li> </ul>	
	<ul style="list-style-type: none"> <li>• 11-12Q1S4C—Meet with DPI staff in a strategy session to review progress and benchmarks by September 30, 2011, on the following:               <ul style="list-style-type: none"> <li>– regional system of support</li> <li>– implementation integrity checks and routines to improve implementation when measurement indicates that there is a concern</li> <li>– plans of rapid compliance</li> <li>– required Corrective Action Requirement evidence.</li> </ul> </li> <li>• 11-12Q1S4D—Submit an electronic copy by September 30, 2011, of the principal evaluation tool and a description of the process by which it is used and the ways in which a principal's performance is improved when needed.</li> <li>• 11-12Q1S4E—Submit an electronic description by September 30, 2011, of the direct supervision of all MPS principals and school leaders to ensure universal screening is implemented, including consequences for failure of a principal/ school leader to fully implement the procedure(s). Such procedures must include a description of clear and explicit lines of authority from the superintendent to individual principals/school leaders.</li> <li>• 11-12Q1S4F-Submit an electronic copy by September 30, 2011, of the district's Case Management Approach that focuses on and dedicates limited district resources toward those schools identified based on data. This description must include: the steps, persons responsible with levels of authority who will ensure compliant</li> </ul>	

Section 4: Ensuring Accountability at the District, School, and Student Levels

Quarterly Indicator		Evidence
		implementation, the allocations of central services personnel, and the schedule of implementation to be used beginning in the second quarter.
Q1	<ul style="list-style-type: none"> <li>Articulate the MPS RtI initiative including academics and behavior through a well-designed plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S4G—Meet with DPI staff in a strategy session by September 30, 2011, to discuss the district’s RtI/PBIS (Early Intervening Services) plan. The plan must address all 14 components of a System of Early Intervening Services and include at a minimum:               <ul style="list-style-type: none"> <li>– table of contents</li> <li>– background information including supporting evidence for the district’s vision of integrating RtI</li> <li>– strategic plan goals including how RtI is integrated with school improvement plan processes</li> <li>– the district’s framework including a visual and narrative description for Early Intervening Services that includes:                   <ul style="list-style-type: none"> <li>– scientific, research based instructional delivery</li> <li>– differentiated instruction</li> <li>– curricula and instructional materials aligned to state standards</li> <li>– scientific, research-based classroom management</li> <li>– system of behavioral support</li> <li>– evidence-based interventions including a description of how interventions are selected and submitted for approval at DPI</li> <li>– assessment (universal screening and progress monitoring for grades K-12 in reading, mathematics, and behavior)</li> <li>– professional development focused on identified needs</li> <li>– resources (personnel and materials)</li> <li>– implementation timelines for each of the 14 SEIS components</li> <li>– staff responsible for implementation at Central Services, regional, and school levels and a description of how school leaders will support instructional decisions based on data</li> <li>– accountability/program evaluation including system to determine integrity of implementation</li> <li>– plan of rapid compliance including procedures and format of the school plan</li> <li>– parent and community involvement for each school including a description of how parents, families, and community are to be involved with school personnel in designing those services, and how families and communities will be informed about specific services being provided and the results of those services.</li> </ul> </li> </ul> </li> </ul>

Section 4: Ensuring Accountability at the District, School, and Student Levels

Quarterly Indicator		Evidence
Q1	<ul style="list-style-type: none"> <li>Maintain regular and ongoing communication with the DPI.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S4H—By August, 2011, the MPS Superintendent, MPS Director of District and School Improvement, and other key administrators shall meet with the State Superintendent and Cabinet to review implementation of the Corrective Action Requirements.</li> <li>11-12Q1S4I—The MPS Director of District and School Improvement, key administrators, and the Board President or designee will meet monthly with the DPI Director of District and School Improvement and key DPI administrators to monitor implementation of the Corrective Action Requirements.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>Ensure that the district maximizes resources to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q1S4J—Meet with the DPI Funds Trustee by September 30, 2011, to review and discuss:                             <ul style="list-style-type: none"> <li>– district budget allocations and expenditures</li> <li>– state and federal funding constraints and policies</li> <li>– strategies to maximize available resources.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>Implement the district's procedures for rapid compliance with the corrective action requirements.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S4K—Submit an electronic report by December 31, 2011, that documents the district staff's monitoring of schools' progress of implementing RtI and PBIS (Early Intervening Services) and conducting universal screening. The plans of rapid compliance must include the following:                             <ul style="list-style-type: none"> <li>– the quarterly indicators within the CAR not met by a school</li> <li>– titles of staff in the school responsible for ensuring the requirements are met</li> <li>– a timeline for the requirement to be met</li> <li>– the specific actions that must be taken to demonstrate compliance with the requirements</li> <li>– actions, if the requirements continue to go unmet, in subsequent monitoring visits.</li> </ul> </li> <li>11-12Q2S4L—Submit an electronic list by December 31, 2011, that identifies all schools based in part on the FOI data collected that are in need of more intensive and differentiated levels of support that would be required to effectively implement the phases of the 14 essential components of a system of early intervening services.</li> <li>11-12Q2S4M—Submit an electronic copy by December 31, 2011, of the Case Management Approach implementation schedule for quarters 3 and 4.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Ensure that the district maximizes resources to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S4N—Meet with the DPI Funds Trustee by December 31, 2011, to review and discuss:                             <ul style="list-style-type: none"> <li>– district budget allocations and expenditures</li> <li>– state and federal funding constraints and policies</li> <li>– strategies to maximize available resources.</li> </ul> </li> </ul>

Section 4: Ensuring Accountability at the District, School, and Student Levels

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Articulate the MPS RtI initiative including academics and behavior through a well-designed plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q2S4O—Submit an electronic copy by December 31, 2011, of the district’s final RtI/PBIS (Early Intervening Services) plan. The final plan must successfully address all DPI requirements for approval.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Implement the district’s procedures for rapid compliance with the corrective action requirements.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S4A—Submit an electronic report by March 31, 2012, that documents the district staff’s monitoring of schools’ progress of implementing RtI and PBIS (Early Intervening Services) and conducting universal screening. The plans of rapid compliance must include the following:                             <ul style="list-style-type: none"> <li>the quarterly indicators within the CAR not met by a school</li> <li>titles of staff in the school responsible for ensuring the requirements are met</li> <li>a timeline for the requirement to be met</li> <li>the specific actions that must be taken to demonstrate compliance with the requirements</li> <li>actions, if the requirements continue to go unmet, in subsequent monitoring visits.</li> </ul> </li> </ul>
Q3	<ul style="list-style-type: none"> <li>Ensure that the district maximizes resources to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q3S4B—Meet with the DPI Funds Trustee by March 31, 2012, to review and discuss:                             <ul style="list-style-type: none"> <li>district budget allocations and expenditures</li> <li>state and federal funding constraints and policies</li> <li>strategies to maximize available resources.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Implement the district’s procedures for rapid compliance with the corrective action requirements.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S4A—Submit an electronic report by June 15, 2012, that documents the district staff’s monitoring of schools’ progress of implementing RtI and PBIS (Early Intervening Services) and conducting universal screening. The plans of rapid compliance must include the following:                             <ul style="list-style-type: none"> <li>the quarterly indicators within the CAR not met by a school</li> <li>titles of staff in the school responsible for ensuring the requirements are met</li> <li>a timeline for the requirement to be met</li> <li>the specific actions that must be taken to demonstrate compliance with the requirements</li> <li>actions, if the requirements continue to go unmet, in subsequent monitoring visits.</li> </ul> </li> <li>11-12Q4S4B – Submit an electronic copy by June 15, 2012, of the 2012-2013 Case Management Approach that has been updated and includes the implementation schedule based on a review of the 2011-2012 implementation data and qualitative reviews.</li> </ul>

Section 4: Ensuring Accountability at the District, School, and Student Levels

Quarterly Indicator		Evidence
Q4	<ul style="list-style-type: none"> <li>Ensure the district has implemented the district's system of accountability at the district, school, and student levels.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S4C—Submit an electronic copy by June 15, 2012, of any updates to the principal evaluation tool and a description of the process by which it is used.</li> <li>11-12Q4S4D—Submit an electronic description by June 15, 2012, of any updates to the direct supervision of all MPS principals and school leaders to ensure universal screening, including consequences for failure of a principal/school leader to fully implement the procedure(s).</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Ensure that the district maximizes resources to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S4E—Meet with the DPI Funds Trustee by June 15, 2012, to review and discuss:                             <ul style="list-style-type: none"> <li>– district budget allocations and expenditures</li> <li>– state and federal funding constraints and policies</li> <li>– strategies to maximize available resources.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Articulate the MPS RtI initiative including academics and behavior through a well-designed plan.</li> </ul>	<ul style="list-style-type: none"> <li>11-12Q4S4F—Submit an electronic copy by June 15, 2012, of any recommended changes to the MPS RtI Plan of early intervening services based upon what has been learned using the Case Management Approach.</li> <li>11-12Q4S4G – Submit an electronic copy by June 15, 2012, of any updates or changes to the district-wide assessment policy and system which includes standards-based formative benchmarks, and summative assessments that allow analyses and reporting at the student, classroom, and school levels for literacy, numeracy, and behavior.</li> </ul>

# Appendix I: Policies and Procedures

## *I. Establishment of Corrective Action Requirements (CAR) and Authority for State Superintendent Interventions.*

- 1. Federal Corrective Action Authority.** Pursuant to 20 U.S.C § 6316(c)(3), the state superintendent must identify for improvement any school district receiving Title I funds that for two consecutive years fails to make adequate yearly progress (AYP) as defined in the state's plan under 20 U.S.C. § 6311(b)(2).

Pursuant to 20 U.S.C. § 6316(c)(10)(B), the state superintendent must take corrective action, including at least one action specified under 20 U.S.C. § 6316(c)(10)(C), with respect to any school district that fails to make AYP by the end of the second full school year after identification of the district as a district in need of improvement (DIFI) under 20 U.S.C. § 6316(c)(3).

- 2. State Superintendent Intervention Authority.** Wis. Stat. §118.42(3)(a) and (b) authorizes the State Superintendent to direct a school district under corrective action to do any or all of the following:

- a. Implement or modify the required activities under Wis. Stat. §118.42(1)(a) to (d), which include:
  - (1) Employing a standard, consistent, research-based curriculum throughout the district;
  - (2) Using student achievement data to differentiate instruction;
  - (3) Implementing a system of academic and behavioral supports and early interventions for students; and
  - (4) Providing additional learning time.
- b. Implement or modify a new instructional design;
- c. Implement professional development programs that focus on improving student achievement;
- d. Implement changes in administrative and personnel structures;
- e. Adopt accountability measures to monitor the school district's finances or other interventions directed by the State Superintendent; and/or
- f. Create school improvement councils in the persistently lowest performing schools.

II. *Annual Consultation.* Department of Public Instruction staff shall meet with MPS during third quarter (January – March) to review the CAR and solicit input on revisions or modifications for the subsequent school year. Efforts will be made to provide CAR revisions in a timely fashion in line with the MPS budgeting process. However, the State Superintendent reserves the right to make plan modifications for the subsequent school year based on the year-end review of MPS's compliance with and implementation of the current year CAR. Additionally, failure to improve student outcomes may necessitate further plan revision.

III. *Structure of Corrective Action Requirements.*

1. **Sections.** The CAR shall be divided into four sections:

- a. Ensuring High Quality Teachers and Leaders are in Every School.
- b. Improving Student Performance: Implementing a Successful Response to Intervention System.
- c. Improving Student Performance: Implementing a Successful Positive Behavior Interventions and Support System.
- d. Ensuring Accountability at the District, School and Student Levels.

3. **Multiyear Goals.** The CAR shall establish multiyear goals that address the structural implementation of the CAR as well as student outcomes. Efforts will be made to align long-term goals with the MPS strategic plan.

3. **School Year Goals.** School Year goals shall be established for each section of the CAR. These requirements must be measurable, verifiable objectives with clearly defined evidentiary requirements.

- a. MPS' implementation of the goals will be evaluated on a school-year basis, measured from July 2011 to June 2012.
- b. The State Superintendent may revise the School Year goals or reissue the CAR with modifications for subsequent schools years. Efforts will be made to ensure MPS is given adequate notice of revisions or changes for subsequent school years.

4. **Quarterly Indicators.** MPS progress on the CAR will be assessed quarterly in order to ensure a timely and faithful execution of the plan. The State Superintendent will provide MPS with a quarterly report that includes on track indicators for major items.

- a. **On Track.** Indicates that MPS has provided the necessary evidence to document the successful completion of all significant requirements for that quarter.
- b. **Behind Schedule.** Indicates that MPS either has not provided some key evidence or was unable to successfully complete all significant elements of the indicator for that quarter.
- c. **Warning.** Indicates that MPS is significantly behind schedule in implementing key elements of that indicator for that quarter.

Note: Multiple warning indicators, a succession of warning indicators for the same requirement, or a warning indicator for a high priority/time sensitive requirement may result in an enforcement action.

*IV. Evidence.*

1. **Submission.** MPS shall submit evidence that addresses the specific School Year goals and quarterly indicators by the deadline indicated in the CAR. All evidence is to be submitted to the DPI electronically unless otherwise noted.
2. **Approval.** The DPI will review the evidence submitted by MPS to determine whether the evidence submitted satisfies the standards and requirements outlined in the CAR.
  - a. Within two weeks of the submission, the DPI shall notify MPS either that:
    - (1) The evidence submitted was satisfactory; or
    - (2) Specific pieces of evidence were not submitted, were insufficient, or were incomplete.
  - b. Upon notification of inadequate evidence, MPS shall have two weeks to resubmit adequate evidence.
3. **Request for Extension.** If MPS is unable to produce the necessary evidence by the prescribed deadline, then it may request an extension.
  - a. Extensions must be requested at least one week in advance of a submission or resubmission deadline.
  - b. Extensions may not exceed five days, unless extraordinary circumstances are demonstrated.
  - c. Extensions will be considered on a case-by-case basis and may be granted in part or in full.
  - d. The granting of an extension is at the sole discretion of the State Superintendent or his designee.
4. **Enforcement.** Failure to submit evidence by a deadline without an extension may trigger an enforcement action as necessary.

*V. Enforcement Provisions.*

1. **Defer or reduce federal Title I funds.**
  - a. Authority. Under Wis. Stat. §115.28(9) and §16.54(4), 20 U.S.C. §6316(c)(10)(C) and pursuant to 20 U.S.C. § 6316(c)(10)(A), the State Superintendent may defer programmatic funds or reduce administrative funds to a district in corrective action.
  - b. Enforcement Action(s). As is necessary to enforce the corrective action requirements, the State Superintendent may:



## Appendix I: Policies and Procedures

- (1) Reduce some or all Title I administrative funds. Any funds that are reduced shall be reallocated to other districts per federal guidelines; or
- (2) Defer some or all Title I administrative or programmatic funds. The DPI shall not pay claims on funds that have been deferred until the State Superintendent finds the district in compliance. Deferred funds may be carried over from one year to the next, per federal guidelines;

Enforcement action(s) are at the sole discretion of the State Superintendent

### **2. Withhold state aid.**

- a. Authority. Under Wis. Stat. §121.006(2)(d), the State Superintendent may withhold state aid from any district that does not comply with a directive issued by the State Superintendent under Wis. Stat. §118.42(3)(a) or (b).
- b. Appeal. If the State Superintendent withholds state aid from a school district, the school board may request a hearing under Wis. Stat. §227.42.
- c. Special permission from DOA is required to carry over withheld state aid from one year to the next. In general, funds not released to the district under this section would lapse at the end of the fiscal year.

## **Appendix II: List of Sections 2 and 3 Documents Required for Department Approval**

1. Response to Intervention (Academics and Behavior) District Plan (Due Date: September 30, 2011)
2. Universal Screening System Grades K-8 (Due Date: September 30, 2011)
3. Universal Screening System Grades 9-12 (Due Date: September 30, 2011)
4. Progress Monitoring System (Due Date: September 30, 2011)
5. Implementation Integrity Measures for Screening, Progress Monitoring, Tier 1 Core Instruction, and Tier 2 Interventions (Due Date: September 30, 2011)
6. Updated Comprehensive Mathematics (Numeracy) Plan (Due Dates: December 31, 2011 and June 15, 2012)
7. Updated Comprehensive Literacy Plan (Due Dates: December 31, 2011 and June 15, 2012)
8. Plan for Involving Parents and Community Members in Rtl Planning and Implementation (Due Date: September 30, 2011)
9. K-12 Tier 2 Academic Interventions (Due Date: September 30, 2011)
10. K-8 Tier 3 Academic Interventions (Due Date: June 15, 2012)
11. K-12 Tiers 2 and 3 Behavior Interventions (Due Date: December 31, 2011)

# Appendix III: Response to Intervention (Rtl) Tiers and Implementation Timeline

In Rtl and PBIS, students will be provided additional support using a tiered approach.

**Tier One**—Tier I represents the universal core curriculum instruction and practices all students receive. At any given time 80 percent or more of the students demonstrate sufficient progress through core academic, behavioral, and social emotional instruction and/or practices.

**Tier Two**—Teacher teams plan Tier II interventions coupled with ongoing progress monitoring provided for students needing additional accelerations or enrichment in academic, behavioral, or social emotional skills. At any given time up to 15 percent of students receive Tier II academic, behavioral, and/or social emotional interventions.

**Tier Three**—Tier III interventions are rigorous, may be replacement curricula or additional intense instructional strategies provided to students requiring an individualized plan of action. Tier III interventions target both students gifted in specific areas and students with significant skill deficits in specific areas. At any given time up to 5 percent of students receive Tier III academic, behavioral, and/or social emotional interventions.

**Table 1.** *Implementation Timeline for Rtl: Academics and Behavior*

Implementation Year	Grades K-8		Grades 9-12	
	Academics	Behavior	Academics	Behavior
2009-10	Universal Screening	Universal Screening	-----	Universal Screening
2010-2011	Tier 1	Train Tier 1	Universal Screening	Train Tier 1
2011-2012	Tier 2	Tier 1	Tier 1	Tier 1
2012-2013	Tier 3	Tier 2	Tier 2	Tier 2
2013-2014	-----	Tier 3	Tier 3	Tier 3

# Appendix IV: History of Corrective Action Requirements for Milwaukee Public Schools

## *History of Corrective Action Requirements for Milwaukee Public Schools*

Year	Action
2004-2005	MPS misses AYP.
2005-2006	MPS misses AYP. MPS is a district identified for improvement.
2006-2007	MPS misses AYP. MPS remains identified for improvement.
2007-2008	MPS misses AYP. MPS remains identified for improvement. The State Superintendent is required to take corrective action. The State Superintendent issues updated and revised corrective action requirements.
2008-2009	MPS misses AYP. MPS remains identified for improvement and subject to corrective action. The State Superintendent issues updated and revised corrective action requirements.
2009-2010	MPS misses AYP for the sixth consecutive year. MPS remains identified for improvement. The State Superintendent issues a notice to reduce administrative funds and defer programmatic funds under 20 U.S.C. § 6311 through 6339. MPS remains subject to corrective action.
2010-2011	MPS misses AYP for the seventh consecutive year. MPS remains identified for improvement. The State Superintendent issues updated and revised corrective action requirements.