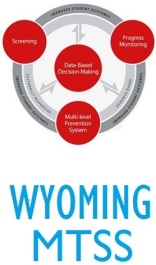
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**MTSS Implementation Checklist**

**Behavior**

***The purpose of this checklist is to determine the extent to which school personnel are implementing the core features of school-wide multi-tiered systems of support for behavior.***

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| **I. Stage 1: Exploration**  *School is actively exploring and preparing for implementation of MTSS.* |

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| **A. MTSS Overview** | **No** | **Some-what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Administrators have attended an overview of MTSS. | 0 | 1 | 2 | When was the overview presented?  What materials were used to present the overview to administrators?  Who presented the overview to administrators? | Materials  Staff meeting minutes  MTSS training agenda |
| 2. Faculty have attended an overview of MTSS. | 0 | 1 | 2 | When was the overview presented?  What materials were used to present the overview to the faculty?  Who presented the overview to faculty? | Materials  Staff meeting minutes  MTSS training agenda |

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| **B. MTSS Commitment** | **No** | **Some-what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. At least 80% of faculty/staff support the implementation of MTSS. | 0 | 1 | 2 | What percent of staff support the adoption of MTSS?  How have you measured consensus?  What process did you go through to achieve consensus? | Staff survey  Survey results  Staff meeting minutes |
| 2. MTSS meeting times are protected. | 0 | 1 | 2 | Do meetings get canceled or changed to other times?  Are the meeting times protected on the annual calendar? | Calendar of scheduled meetings |
| 3. Resources (e.g., people, time, and funds) are allocated to support MTSS. | 0 | 1 | 2 | Is there documentation of resources (e.g., people, time, and funds) that are to be used in order to support MTSS? | Staff contracts  Financial records |
| 4. Professional development surrounding MTSS has been planned. | 0 | 1 | 2 | What professional development is planned? | Calendar  Agendas |

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| **II. Stage 2: Installation**  *Structural supports necessary to initiate MTSS are in place.* |

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| **A. MTSS Leadership Team** | **No** | **Some-what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. The MTSS leadership team includes an administrator. | 0 | 1 | 2 | Is an administrator from the district and/or building represented on the team? | Team flowchart |
| 2. The MTSS leadership team includes a general education representative. | 0 | 1 | 2 | Is there representation from a general educator on the team? | Team flowchart |
| 3. The MTSS leadership team includes a special education representative. | 0 | 1 | 2 | Is there representation from a special educator on the team? | Team flowchart |
| 4. The MTSS leadership team includes a family representative. | 0 | 1 | 2 | Is there representation from families on the team? | Team flowchart |
| 5. The team includes individuals who are able to provide applied behavioral expertise. | 0 | 1 | 2 | Who is on your MTSS leadership team that provides behavioral expertise? | Team flowchart |
| 6. Team norms have been created. | 0 | 1 | 2 | Do you have any team norms?  What are they?  Are team norms followed? | Team norms document |
| 7. Team norms are followed. | 0 | 1 | 2 | How do you know that the team norms are followed? | Team survey  Peer observation |
| 8. Team members share in the decision-making process. | 0 | 1 | 2 | Who makes decisions on the team?  Have you established a consensus process/procedure? | Peer observation  Team meeting minutes |

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| **B. Team Meetings** | **No** | **Some-what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. There is a consistent meeting schedule. | 0 | 1 | 2 | How often does your team meet?  When does your team meet? | Meeting schedule  Annual calendar |
| 2. The meeting agenda is structured. | 0 | 1 | 2 | Do you record and maintain minutes for each meeting? | Meeting minutes/agenda |
| 3. Administrators attend the meetings. | 0 | 1 | 2 | How often does the administrator(s) attend the meeting? | Team meeting minutes |
| 4. Attendance of team members is at or above 80%. | 0 | 1 | 2 | What percent of the team attends each meeting?  How do you track team attendance? | Staff meeting minutes |

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| **C. Data Management System** | **No** | **Some-what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. A school-wide electronic data management system is established and maintained for documenting and accessing student behavior data and progress. | 0 | 1 | 2 | Do you have a school-wide electronic database management system? What is it?  Is all screening and progress monitoring data entered into a data management system?  Does the data management system allow the user to access student behavior data and progress? | Identified data collection system  Reports available |
| 2. Data are entered in a timely manner in the system. | 0 | 1 | 2 | Are data entered in a timely manner in the system?  Is there consistency regarding what a timely manner means?  How do you determine if data are entered in a timely manner? | Reports available  Data entry protocol |
| 3. The data management system generates data charts and reports that are easy to read and analyze. | 0 | 1 | 2 | Are data reports summarized visually (e.g., graphs)?  Are the data reports easy to read and analyze?  Are reports accessed easily to allow individual, classroom, grade level, and school-wide analysis? | Reports available |
| 4. Current data and reports from the data management system are available at each meeting. | 0 | 1 | 2 | Are current data available at each meeting?  Are current reports available at each meeting? | Reports available |

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| **D. MTSS Action Plan** | **No** | **Some-what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. An MTSS action plan has been developed. | 0 | 1 | 2 | Do you have a current MTSS action plan? | School/District Action Plan |
| 2. The MTSS action plan is reviewed at least 3 times a year. | 0 | 1 | 2 | How often does the team review the action plan? | Meeting agendas |
| 3. The MTSS action plan includes a process for setting and evaluating behavioral goals. | 0 | 1 | 2 | Does the action plan include a process for setting and evaluating behavioral goals? | Reports available |

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| **E. Professional Development** | **No** | **Some-what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. MTSS professional development is mapped to the MTSS action plan to support implementation. | 0 | 1 | 2 | Do the teachers regularly participate in school-based PD that is structured so they continuously examine, reflect upon, and improve instructional practice?  What percentage of the teaching staff participates?  Is your MTSS PD mapped to the action plan? | Professional Development Plan  Action plan |
| 2. The leadership team facilitates training and coaching to support MTSS implementation. | 0 | 1 | 2 | How does your school determine what PD would improve practice?  Is the leadership team supportive of PD?  How many training sessions on MTSS have been offered this school year?  How many training sessions on MTSS coaching have been offered this school year? | Professional Development Attendee lists  Agendas |
| 3. Procedures exist to provide professional development to new staff. | 0 | 1 | 2 | How is PD provided to new staff?  Are new procedures written down? | Training schedule for new staff |
| 4. Coaching on implementing interventions is available to appropriate staff. | 0 | 1 | 2 | Is coaching available to staff members? | Peer observation  Coaching records |
| 5. Training on Tier I practices is provided to appropriate staff. | 0 | 1 | 2 | Is training on Tier I practices provided to staff members?  Which staff members attended this training? | Training schedule  Attendee lists |
| 6. Training on Tier II practices is provided to appropriate staff. | 0 | 1 | 2 | Is training on Tier II practices provided to staff members?  Which staff members attended this training? | Training schedule  Attendee lists |
| 7. Training on Tier III practices is provided to appropriate staff. | 0 | 1 | 2 | Is training on Tier III practices provided to staff members?  Which staff members attended this training? | Training schedule  Attendee lists |

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| **III. Stage 3: Implementation**  *School is actively engaged in implementing and supporting MTSS* |

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| **III.A. Tier I** |

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| **A. Universal Screening** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. A reliable and valid universal screening system for behavior is in place for all students. | 0 | 1 | 2 | Are all students screened at the beginning of the school year?  What screening measures do you use for behavior? | Calendar of scheduled screening dates  List of screening measures  Reports/documentation indicating all students have been screened |
| 2. Universal screening for behavior occurs three times a year. | 0 | 1 | 2 | Do you conduct screening throughout the year? How many times? | Calendar of scheduled screening dates |
| 3. Procedures are in place to ensure implementation accuracy (i.e., all students are tested by appropriately trained test administrators, scores are accurate, cut points/decisions are accurate). | 0 | 1 | 2 | Is a well-defined cut score used to identify students at risk? What is that cut score? Is it a national or local cut score?  Do you conduct a follow-up assessment to ensure the results of the initial screening are accurate?  Describe the process for conducting the screening. To what extent is the process consistently followed? | Data Triangles  Document of cut points/decisions for all three areas |

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| **B. Behavioral Expectations** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. School has five or fewer positively stated behavioral expectations. | 0 | 1 | 2 | Does your school have agreed upon behavioral expectations?  What are your behavioral expectations?  Are the behavior expectations short and positive statements?  Are the behavior expectations memorable? | Staff Handbook  Student Handbook |
| 2. School has posted and identified examples of expectations by setting/location for **student** behaviors. | 0 | 1 | 2 | Are the student behavioral expectations posted in a visible place in the school (e.g., hallways, classrooms)?  Are the student behavioral expectations in the school handbook? | Student Handbook  Informal walkthroughs |
| 3. School has posted and identified examples of expectations by setting/location for **staff** behaviors. | 0 | 1 | 2 | Are the staff behavioral expectations posted in a visible place in the school (e.g., hallways, classrooms)?  Are the staff behavioral expectations in the school handbook? | Staff Handbook  Informal walkthroughs |
| 4. A formal system with written schedules is used to directly teach expected behaviors to students in classrooms and across other campus settings/locations. | 0 | 1 | 2 | Are specific lesson plans developed and implemented to teach behavioral expectations? | Lesson plans  Informal walkthroughs |
| 5. School has defined behaviors that interfere with **academic** success. | 0 | 1 | 2 | Has the school identified behaviors that could interfere with academic success?  What are these behaviors? | Staff Handbook  Student Handbook  School Policy |
| 6. School has defined behaviors that interfere with **social** success. | 0 | 1 | 2 | Has the school identified behaviors that could interfere with social success?  What are these behaviors? | Staff Handbook  Student Handbook  School Policy |
| 7. School has documented a clear policy/procedure for addressing office-managed vs. staff-managed problems. | 0 | 1 | 2 | Is there defined a rules for office managed vs. staff managed problem behavior?  What are these rules?  Are staff clear about which behaviors are minor (classroom/staff managed) and which are major (office managed, discipline referrals)? | Staff Handbook  School Policy  Discipline Flowchart |
| 8. A written set of procedures for specific behavior feedback within classrooms and across settings is in place. | 0 | 1 | 2 | Does the school have a written set of procedures for behavior feedback?  What are they?  Are students given clear, specific behavior feedback on school-wide expectations?  Do these procedures focus on positive social behaviors and actions? | Staff Handbook  Student Handbook  School Policy |

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| **C. Discipline Policies** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. School policies and procedures describe and emphasize proactive, instructive, and restorative approaches to student behavior. | 0 | 1 | 2 | Does the school discipline policy promote a positive school culture in which pro-social behaviors are taught in the classroom?  Does the school discipline policy allow for teaching appropriate ways for individual student needs to be met?  Does the school discipline policy include opportunities to repair harm caused by problem behavior? | Discipline Policy  Student Handbook  Code of Conduct |
| 2. Discipline policies are implemented consistently. | 0 | 1 | 2 | Are staff clear about which behaviors are minor (classroom/staff managed) and which are major (office managed, discipline referrals)? Do staff apply discipline policies consistently? | Discipline Policy  Student Handbook  Code of Conduct |

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| **D. Classroom Procedures** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. School-wide expectations are implemented within classrooms and consistent with school-wide systems. | 0 | 1 | 2 | Are lesson plans developed to teach rules and school-wide expectations?  Do lesson plans include examples of appropriate and inappropriate behavior? | Staff Handbook  Informal walkthroughs  Progress Monitoring  Individual classroom data |
| 2. Routines are implemented within classrooms and consistent with school-wide systems. | 0 | 1 | 2 | Are structured routines and schedules in place to implement school-wide behavior systems?  Do these routines provide students with predictability and a better understanding of expectations? | Staff Handbook  Informal walkthroughs  Progress Monitoring  Individual classroom data |
| 3. Acknowledgments are implemented within classrooms and consistent with school-wide systems. | 0 | 1 | 2 | Are there acknowledgements provided for behaviors that are identified in the school rules/expectations?  Does the school use a variety of methods to reward students?  Are the rewards varied and reflective of the student? | Staff Handbook  Informal walkthroughs  Progress Monitoring  Individual classroom data |
| 4. In-class continuum of consequences are implemented within classrooms and consistent with school-wide systems. | 0 | 1 | 2 | Is there continuum of consequences for misbehavior that are used before a teacher considers administrative removal from the classroom?  Are these strategies flexible and matched to the behavioral situation and needs of the student? | Staff Handbook  Informal walkthroughs  Progress Monitoring  Individual classroom data |

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| **E. Tier I Fidelity of Implementation** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Fidelity checks are used to gauge the implementation of Tier I interventions. | 0 | 1 | 2 | Are there procedures in place to monitor the fidelity of implementation? | SET, BoQ, TIC, SAS |
| 2. Tier I behavior interventions are implemented as intended (e.g., delivery, dosage, setting, audience). | 0 | 1 | 2 | What instructional strategies were used?  What was the number, length, and frequency of related lessons?  In what setting was the program delivered?  What program materials were used?  What are demographic, developmental, and other characteristics of the population who received the program?  What were the credentials and qualifications of the providers of the program?  Did all of the above match with the program specifications/guidelines? | Curricula Fidelity Checks |

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| **F. Tier I Data Analysis** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. The team reviews and uses discipline and academic outcome data at least monthly for decision making. | 0 | 1 | 2 | Are you assessing and analyzing school-wide data for behavior at least monthly? | Data decision rules  Staff professional development calendar  Staff Handbook  Team meeting minutes |
| 2. Data are used to make decisions about necessary changes to the Tier I interventions to increase the percent of students who meet Tier I expectations. | 0 | 1 | 2 | What data are used to make decisions about changes to Tier I Interventions?  How do you determine if the percent of students who meet Tier 1 expectations has increased since the changes to Tier I Interventions? | Diagnostic results  Screening results  Data graphs |
| 3. The decision making criteria are implemented accurately. | 0 | 1 | 2 | Are you using a problem-solving process for data-based decision-making? | Problem Solving Checklist |
| 4. Decision rules are used to determine if student progress is sufficient or insufficient at **Tier I**. | 0 | 1 | 2 | Are decision rules used to determine if student progress is sufficient or insufficient at Tier I?  What are the decision rules? | Student data reports/graphs |

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| **III.B. Tier II** |

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| **A. Tier II Interventions** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Tier II interventions are evidence-based. | 0 | 1 | 2 | What programs/procedures does your school use for Tier II interventions?  What process do you use to match students to the correct intervention?  Have these programs demonstrated efficacy with the target population (e.g., has research shown that the interventions positively impact student achievement or report a minimum effect size)? | Reports or Graphs  Evidenced based intervention/curriculum |
| 2. Decision rules (e.g., entering, continuing, and exiting) regarding placement in **Tier II** are specified. | 0 | 1 | 2 | What are the decision rules for students to enter in to Tier II? For students to exit out of Tier II? | Documentation |
| 3. Tier II interventions are aligned with Tier I supports. | 0 | 1 | 2 | Are Tier II interventions aligned with Tier I supports? | Identified Tier II curricula/interventions |
| 4. Multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) are used to identify students who require Tier II interventions. | 0 | 1 | 2 | Does the collected data allow the team to identify patterns or trends (e.g., average referrals per day per month, by location, by problem behavior, by time of day, by student, by class, etc.)? | Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)  Team decision rubric  Team meeting minutes  School policy |
| 5. The team meets routinely to analyze individual student data aggregated by intervention to determine how well each intervention is working. | 0 | 1 | 2 | Are data printed and analyzed and put into an easily understandable format?  How often does the team meet? At least monthly? | Student level team meetings  Problem Solving Checklist |
| 6. Tier II behavior interventions provide additional instruction/time for student skill development. | 0 | 1 | 2 | Is additional time allotted for instruction/time for more focused student skill development?  Are school personnel supportive of instruction time being spent on Tier II interventions? | Universal lesson plans  Tier II lesson plans  School schedule |
| 7. Tier II behavior interventions provide additional structure/predictability. | 0 | 1 | 2 | Do Tier II behavior interventions provide structure and predictability?  Has the problem behavior been clearly identified?  Have triggers to the problem behavior been identified?  Has the response to the problem behavior been clearly outlined? | Universal lesson plans  Tier II lesson plans  School schedule  School Tier II handbook |
| 8. Tier II behavior interventions provide an increased opportunity for feedback (e.g., daily progress report). | 0 | 1 | 2 | Has a manageable method to measure progress toward the student goal been identified?  Is there an identified time period to collect data?  Has a date been decided for a follow-up on the student? | Daily/weekly progress report |

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| **B. Tier II Fidelity of Implementation** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Fidelity checks are used to gauge the implementation of **Tier II**. | 0 | 1 | 2 | Are procedures in place to monitor the fidelity of implementation of the Tier II interventions? What are the procedures? | SET, BoQ, TIC, SAS |
| 2. Tier II behavior interventions are implemented as intended (e.g., delivery, dosage, setting, audience). | 0 | 1 | 2 | What instructional strategies were used?  What was the number, length, and frequency of lessons?  In what setting was the program delivered?  What program materials were used?  What are the demographic, developmental, and other characteristics of the population who received the program?  What were the credentials and qualifications of the providers of the program?  Did all of the above match with the intervention specifications/ guidelines? | Fidelity Checks |

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| **C. Tier II Progress Monitoring** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Progress monitoring data are reliable and valid. | 0 | 1 | 2 | What progress monitoring tool do you use?  Does your school have documentation that the tools have been shown to be valid, reliable, and accurate? Has the tool been validated for use with student populations similar to yours?  How do you know the progress monitoring administrator is assessing with fidelity? | Progress monitoring schedule  Reports or graphs  Progress Monitoring fidelity checks  Tool validation documents |
| 2. Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently). | 0 | 1 | 2 | Does the scoring manual or other information provided by the vendor provide benchmarks for minimum end-of-year performance?  What procedures are in place to ensure accuracy? | List of progress monitoring tools  Progress monitoring manual from vendor |
| 3. Progress monitoring occurs weekly or bi-weekly. | 0 | 1 | 2 | How often does progress monitoring occur? | Progress monitoring schedule |
| 4. Progress monitoring data are used to determine the degree to which a student's behavior has improved. | 0 | 1 | 2 | How are progress monitoring data used to determine if a student’s rate of progress has improved?  Is progress monitoring data used to determine if the gap has decreased between a student’s current performance and the desired benchmark? | Data sheets |
| 5. For students not making adequate progress, adjustments are made. | 0 | 1 | 2 | How do you determine if instruction adjustments should be made for students who are not making adequate progress? | Reports  Self-checks |
| 6. The team routinely develops hypotheses explaining why a particular student was not demonstrating the desired performance. | 0 | 1 | 2 | Does the team have time on their meeting agenda to develop hypotheses explaining why a student was not demonstrating the desired performance?  Does the Problem-Solving Team complete the Problem Solving Checklist for Individual Students? | Agenda  Meeting minutes  Problem Solving Checklist for Individual Students |

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| **III.C. Tier III** |

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| **A. Tier III Interventions** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Tier III interventions are evidence-based. | 0 | 1 | 2 | What evidence-based instructional practices are used for Tier III interventions? | Reports or Graphs  Evidenced based intervention/curriculum |
| 2. Decision rules (e.g., entering, continuing, and exiting) regarding placement in **Tier III** are specified. | 0 | 1 | 2 | What process do you use to match students to the correct interventions? | Team decision rubric  Team meeting minutes  School policy |
| 3. Tier III interventions are aligned with Tier I supports and Tier II interventions. | 0 | 1 | 2 | Are the Tier III interventions more intense than the Tier II interventions? | Identified Tier III curricula/interventions |
| 4. Multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/ student nominations) are used to identify students who require Tier III interventions. | 0 | 1 | 2 | Does the collected data allow the team to identify patterns or trends (e.g., average referrals per day, per month, by location, by problem behavior, by time of day, by student, by class, etc.)? | Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)  Team decision rubric  Team meeting minutes  School policy |
| 5. Each student requiring Tier III interventions has an individualized behavioral support plan. | 0 | 1 | 2 | Do students requiring Tier III interventions have an individualized behavior support plan? | Behavior Intervention Plan |
| 6. The team meets routinely to analyze individual student data aggregated by Tier III to determine how well Tier III is working. | 0 | 1 | 2 | Does the Problem-Solving Team have time on their meeting agenda to analyze individual student data and to determine how well each intervention is working? | Student level team meetings  Problem Solving Checklist |
| 7. Behavior support plans include **prevention strategies**, teacher strategies, and rewards for desired behaviors. | 0 | 1 | 2 | What strategies can be implemented to prevent the problem behavior from occurring?  Have strategies been implemented to teach appropriate behavior?  Have positive incentives been outlined for students displaying appropriate behavior? | Identified component in a Behavior Intervention Plan |

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| **B. Tier III Fidelity of Implementation** | **No** | **Some-**  **what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Fidelity checks are used to gauge the implementation of **Tier III**. | 0 | 1 | 2 | Are procedures in place to monitor the fidelity of implementation of the Tier III interventions?  What are the procedures? | SET, BoQ, TIC, SAS |
| 2. Tier III behavior interventions are implemented as intended (e.g., delivery, dosage, setting, audience). | 0 | 1 | 2 | What instructional strategies were used?  What was the number, length, and frequency of lessons?  In what setting was the program delivered?  What program materials were used?  What are the demographic, developmental, and other characteristics of the population who received the program?  What were the credentials and qualifications of the providers of the program?  Did all of the above match with the intervention specifications/guidelines? | Fidelity Checks |

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| **C. Tier III Progress Monitoring** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Progress monitoring data are reliable and valid. | 0 | 1 | 2 | What progress monitoring tool do you use?  Does your school have documentation that the tools have been shown to be valid, reliable, and accurate? Has the tool been validated for use with student populations similar to yours?  How do you know the progress monitoring administrator is assessing with fidelity? | Progress monitoring schedule  Reports or graphs  Progress Monitoring fidelity checks  Tool validation documents |
| 2. Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently). | 0 | 1 | 2 | Does the scoring manual or other information provided by the vendor provide benchmarks for minimum end-of-year performance?  What procedures are in place to ensure accuracy? | List of progress monitoring tools  Progress monitoring manual from vendor |
| 3. Progress monitoring occurs weekly or bi-weekly. | 0 | 1 | 2 | How often does progress monitoring occur? | Progress monitoring schedule |
| 4. Progress monitoring data are used to determine the degree to which a student's behavior has improved. | 0 | 1 | 2 | How are progress monitoring data used to determine if a student’s rate of progress has improved?  Is progress monitoring data used to determine if the gap has decreased between a student’s current performance and the desired benchmark? | Data sheets |
| 5. For students not making adequate progress, adjustments are made. | 0 | 1 | 2 | How do you determine if instruction adjustments should be made for students who are not making adequate progress? | Reports  Self-checks |
| 6. The team routinely develops hypotheses explaining why a particular student was not demonstrating the desired performance. | 0 | 1 | 2 | Does the team have time on their meeting agenda to develop hypotheses explaining why a student was not demonstrating the desired performance? | Agenda  Meeting minutes |

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| **III.D. Family Engagement** |

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| **A. Communication with Families** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Families are routinely provided information on interventions and strategies used for student behavior. | 0 | 1 | 2 | How often is information provided to families on the interventions and strategies used to increase performance for their student(s)?  How is this information disseminated to families? | Documentation of family contact for intervention placement and progress |
| 2. Families are included in the MTSS decision-making process (e.g., families are a part of MTSS teams, families are invited to their students' intervention meetings). | 0 | 1 | 2 | Does the MTSS team include families?  Are families invited to their students’ intervention meetings? | MTSS team member list/roles  Intervention meeting notes |
| 3. MTSS information is explained in-depth to families, with the opportunity to discuss (e.g., family MTSS night). | 0 | 1 | 2 | How do you communicate the essential components of MTSS to families?  Do families have an opportunity to discuss MTSS information? | Family MTSS night  Documentation of family contact of MTSS information |
| 4. Feedback is collected at least annually from families on their understanding of and experience with MTSS for behavior. | 0 | 1 | 2 | Does the school collect feedback from families regarding MTSS?  How often is feedback collected from families? | Parent/Family Focus Groups  Surveys  Schedule of feedback |
| 5. Written policy exists that ensures that families are notified promptly when students receive **Tier II** interventions. | 0 | 1 | 2 | Is there a school protocol to follow regarding notifying families when a student is placed on Tier II interventions? | MTSS Guidance Document  MTSS Handbook |
| 6. Written policy exists that ensures that families are notified promptly when students receive **Tier III** interventions. | 0 | 1 | 2 | Is there a school protocol to follow regarding notifying families when a student is placed on Tier III interventions? | MTSS Guidance Document  MTSS Handbook |

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| **IV. Stage 4: Sustainability**  *MTSS is embedded in school policies, is part of the regular way of “doing business,” and is showing success.* |

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| **A. Student Outcomes** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Data indicate an improvement over the baseline. | 0 | 1 | 2 | What % of students met the benchmark at baseline?  What % of students currently meet benchmark?  Do at least 80% of students meet benchmark? | Data sheets  Reports |
| 2. Data indicate Tier I instruction, Tier II interventions, and Tier III interventions are being provided to students. | 0 | 1 | 2 | What percent of your enrollment receives only Tier I instruction?  What percent of your enrollment receives Tier II intervention?  What percent of your enrollment receives Tier III intervention? | School-wide Graphs or reports |
| 3. Data indicate Tier II interventions increased student achievement. | 0 | 1 | 2 | What % of students met benchmark at baseline?  What % of students currently meet benchmark as a result of Tier II interventions?  What percent made adequate progress?  How do you determine if changes are related to interventions? | Systems/Intervention Tracking Tool |
| 4. Data indicate Tier III interventions increase student achievement. | 0 | 1 | 2 | What % of students met benchmark at baseline?  What % of students currently meet benchmark as a result of Tier III interventions?  What percent made adequate progress?  How do you determine if changes are related to interventions? | Systems/Intervention Tracking Tool |
| 5. Data indicate that at least some students receiving Tier II and Tier III interventions return to Tier I. | 0 | 1 | 2 | Have students moved from Tier II to Tier I instruction this year?  Have students moved from Tier III to Tier I instruction this year? | Systems/Interventions Tracking Tool  Data sheets |

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| **B. Leadership** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Decisions, actions, and policies by school staff proactively support the essential components of the MTSS framework to make the process more effective and sustainable. | 0 | 1 | 2 | To what extent is the district aware of the MTSS framework at your school?  To what extent do the actions taken and decisions made by district administrators improve the effectiveness of MTSS at your school?  Does your school have a designated person to oversee and manage MTSS implementation? If yes, what percentage of that person's time is devoted to overseeing and managing MTSS? | MTSS Handbook  Professional development plan  MTSS coach/facilitator |
| 2. Decisions, actions, and policies by district staff proactively support the essential components of the MTSS framework to make the process more effective and sustainable. | 0 | 1 | 2 | To what extent is the district aware of the MTSS framework at your school?  To what extent do the actions taken and decisions made by district administrators improve the effectiveness of MTSS at your school?  Does your district have a designated person to support MTSS implementation at the school level? | MTSS Handbook - District  Professional development plan - District  MTSS coach/facilitator-District |

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| **C. Staff Qualifications** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. All staff members responsible for providing Tier II interventions have been fully trained on MTSS and evidence-based interventions. Ongoing professional development is available as needed. | 0 | 1 | 2 | What are the training and qualifications for staff that provide Tier II interventions?  What ongoing professional development is available to staff who provide Tier II interventions?  What ongoing professional development is available to new staff on the MTSS process? | Scheduled Professional Development or Training days support implementation of MTSS  Agenda or documentation of training in Tier I instruction and Tier II interventions |
| 2. All staff members responsible for providing Tier III interventions have been fully trained on MTSS and evidence-based interventions. Ongoing professional development is available as needed. | 0 | 1 | 2 | What are the training and qualifications for staff that provide Tier III interventions?  What ongoing professional development is available to staff who provide Tier III interventions?  What ongoing professional development is available to new staff on the MTSS process? | Scheduled Professional Development or Training days support implementation of MTSS  Agenda or documentation of training in Tier I instruction and Tier III interventions |

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| **D. Policy** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. The MTSS process and critical features of progress monitoring are fully codified and incorporated in the School Handbook, Special Education program narratives, and school policies and procedures. | 0 | 1 | 2 | How much of the MTSS process has been incorporated in the school procedures? | MTSS Handbook  School/District Website contains MTSS Documents  School Improvement Plan |
| 2. The MTSS interventions are fully codified and incorporated in the School Handbook, Special Education program narratives, and school policies and procedures. | 0 | 1 | 2 | How much of the MTSS process has been incorporated in the school procedures? | MTSS Handbook  School/District Website contains MTSS Documents  School Improvement Plan |