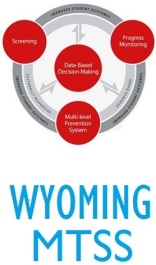
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**MTSS Implementation Checklist**

**Literacy**

***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 literacy.***

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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?  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. 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 MTSS team includes individuals who are able to provide applied literacy expertise. | 0 | 1 | 2 | Who is on your MTSS leadership team that provides literacy 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 database management system is established and maintained for documenting and accessing student performance 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 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 do you review the action plan? | Meeting agendas |
| 3. The MTSS action plan includes a process for setting and evaluating performance goals. | 0 | 1 | 2 | Does the action plan include a process for setting and evaluating performance goals? What is it? | 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 literacy 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 reading? | Calendar of scheduled screening dates  List of screening measures  Reports/documentation indicating all students have been screened |
| 2. Universal screening for literacy 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?  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. Tier I Core Curriculum** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Instructional curriculum materials are aligned with content standards for **literacy.** | 0 | 1 | 2 | Are the instructional materials aligned to the literacy content standards?  Are model or sample lessons and activities that demonstrate effective teaching of the standards available to teachers?  Are teachers utilizing their training and aligning their instruction to these standards? | Curriculum/lesson plan materials  Document(s) indicating alignment of curriculum to standards  Walk-through |
| 2. Instructional curriculum materials are research-based. | 0 | 1 | 2 | What is the Tier I core curriculum that you use?  Is this research based? | National sources of research based curricula |
| 3. Students receive high quality, research-based instruction in the general education setting that addresses the five components of reading: phonemic awareness, decoding/phonics/word recognition, fluency, vocabulary, comprehension in Reading. | 0 | 1 | 2 | Are teaching plans available that go over the five components of reading?  What is the research-based instruction that you use? | Reading lesson plans and schedule |
| 4. Grade level skills and concepts are defined and quantifiable in Reading. | 0 | 1 | 2 | How are grade level skills and concepts defined?  How are they measured? | Curriculum Map |

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| **C. Tier I Instruction** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Teachers differentiate instruction. | 0 | 1 | 2 | Do teachers differentiate instructions?  To what extent do teachers use an instructional hierarchy and corresponding instructional hierarchy and activities (i.e., acquisition phase, fluency phase, generalization phase, and application phase)?  How consistent is this effort among teaching staff? | Walk-throughs  Self-check |
| 2. Teachers use students' assessment data to identify the needs of students. | 0 | 1 | 2 | To what extent do teachers use student assessment data and knowledge of student readiness and language to offer different teaching and learning strategies that address individual needs? | Peer Observations |
| 3. Classroom teachers, special education teachers, specialists, and other related-services personnel collaborate to implement high quality, research-based instruction in general education for Reading. | 0 | 1 | 2 | How do classroom teachers, special education teachers, specialists, and other related-services personnel collaborate to implement instruction/curricula in general education? | Professional Development Plan  Meeting minutes |
| 4. Grade level skills and concepts are commonly understood and are the focus of instruction of teachers and administrators for Reading. | 0 | 1 | 2 | Do teachers and administrators understand the grade level skills and concepts?  Are the grade level skills the focus of instruction? | Curriculum Map  Walk-through |

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| **D. Tier I Fidelity of Implementation** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Fidelity checks are used to gauge the implementation of the core reading curriculum. | 0 | 1 | 2 | Are there procedures in place to monitor the fidelity of implementation? | Self-checks  Walk throughs  Curricular fidelity checks |
| 2. The core reading program is implemented as intended (e.g., delivery, dosage, setting, audience, provider qualifications aligned with program guidelines). | 0 | 1 | 2 | What instructional strategies are used?  What is the number, length, and frequency of lessons? In what setting is the program delivered?  What program materials are used?  What are the demographic, developmental, and other characteristics of the population who received the program?  What are the credentials and qualifications of the providers of the program?  Do all of the above match with the program specifications/guidelines? | Curricular fidelity checks |

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| **E. Tier I Data Analysis** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status. | 0 | 1 | 2 | Are you assessing and analyzing school-wide data for literacy a minimum of 3 times a year to determine responsive to Tier I instructions?  Does your data reflect a positive outcome? | Assessment schedule  Graphs or reports |
| 2. Data are used to make decisions about necessary changes to the core curriculum to increase the percent of students who achieve benchmarks. | 0 | 1 | 2 | What data are used to make decisions about changes to the core curriculum?  How do you determine if the percent of students who achieve benchmarks has increased since the changes to curriculum? | Diagnostic results |
| 3. The decision making criteria are implemented accurately. | 0 | 1 | 2 | Are you using a problem-solving process for data-based decision-making?  Is the team completing the Problem Solving Checklist for Core Instruction? | Problem Solving Checklist for Core Instruction |
| 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? | Meeting minutes  Reports |

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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 core instruction in the general education classroom. | 0 | 1 | 2 | Do the Tier II interventions support the Tier I instruction?  Are Tier II interventions aligned with core instruction? | Identified Tier II curricula/interventions |
| 4. Students receive 30 minutes for Tier II reading support. | 0 | 1 | 2 | How much time do students receive for Tier II reading support? | Self-checks  Reading schedule |
| 5. Students receiving Tier II interventions are in groups of 3-5. | 0 | 1 | 2 | How many students are in a group for Tier II interventions? | Peer observations  Student intervention schedules |
| 6. The Problem-Solving Team meets routinely to analyze individual student data aggregated by intervention to determine how well each intervention is working. | 0 | 1 | 2 | Is there a meeting schedule for the Problem-Solving Team?  Are data presented at the meetings?  How does the team determine how well each intervention is working?  Does the team complete the Problem Solving Checklist for Individual Students? | Meeting minutes with problem solving process  Problem Solving Checklist for Individual Students |

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| **B. Tier II Fidelity of Implementation** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Fidelity checks are used to gauge 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? | Self-checks  Walk-throughs  Fidelity checks |
| 2. Tier II interventions are implemented as intended (e.g., delivery, dosage, setting, audience, provider qualifications aligned with program guidelines). | 0 | 1 | 2 | What instructional strategies are used?  What is the number, length, and frequency of lessons? In what setting is the program delivered?  What program materials are used?  What are the demographic, developmental, and other characteristics of the population who received the program?  What are the credentials and qualifications of the providers of the program?  Does all of the above match with the intervention specifications/guidelines? | Curricular fidelity checks |

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| **C. Tier II Progress Monitoring** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS) 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 rate of progress 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, instructional 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 Problem-Solving Team routinely develops hypotheses explaining why a particular student was not demonstrating the desired performance. | 0 | 1 | 2 | Does the Problem-Solving 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 Checkist 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? | Evidenced based intervention/curriculum |
| 2. **Tier III** interventions are designed to target student's needs and specify the frequency, intensity, and duration needed for effectiveness. | 0 | 1 | 2 | How are the frequency, intensity, and duration determined for each student needing Tier III interventions? | Intervention documentation |
| 3. 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 intervention? (see Tier II) | Self-Checks  Student data reports |
| 4. **Tier III** interventions are aligned with core instruction in the general education classroom. | 0 | 1 | 2 | Are the Tier III interventions more intense than the Tier II intervention? | Curriculum maps |
| 5. Students receive 60 minutes of Tier III reading support. | 0 | 1 | 2 | How much time do students receive for Tier III reading support? | Reading intervention schedule Reading schedule |
| 6. Students receiving Tier III interventions are in groups of 1-3. | 0 | 1 | 2 | How many students are in a group for Tier III interventions? | Peer observations  Student intervention schedules |
| 7. The Problem-Solving Team meets routinely to analyze individual student data aggregated by intervention to determine how well each intervention is working. | 0 | 1 | 2 | Is there a meeting schedule for the Problem-Solving Team?  Are data presented at the meetings?  How does the team determine how well each intervention is working?  Does the team complete the Problem Solving Checklist for Individual Students? | Meeting minutes  Student data reports  Problem Solving Checklist for Individual Students |

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| **B. Tier III Fidelity of Implementation** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Fidelity checks are used to gauge 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? | Self-checks  Walk-throughs  Fidelity checks |
| 2. Tier III interventions are implemented as intended (e.g., delivery, dosage, setting, audience, provider qualifications aligned with program guidelines). | 0 | 1 | 2 | What instructional strategies are used?  What is the number, length, and frequency of lessons? In what setting was the program delivered?  What program materials were used?  What is the demographic, developmental, and other characteristics of the population who received the program?  What are the credentials and qualifications of the providers of the program?  Do all of the above match with the intervention specifications/guidelines? | Curricular fidelity checks |

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| **C. Tier III Progress Monitoring** | **No** | **Some- what** | **Yes** | **Probing Questions** | **Evidence** |
| 1. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS) 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 |
| 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  Tool validation documents  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 rate of progress 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, instructional 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 Problem-Solving Team routinely develops hypotheses explaining why a particular student was not demonstrating the desired performance. | 0 | 1 | 2 | Does the Problem-Solving 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.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 to increase student performance. | 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 literacy. | 0 | 1 | 2 | Does the school collect feedback from families regarding MTSS?  How often is feedback collected from families?  How is this information collected? | 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?  What is the protocol? | 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?  What is the protocol? | 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? | Problem Solving for Core  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 enrolled students receives only Tier I instruction?  What percent of enrolled students receives Tier II interventions?  What percent of enrolled students receives Tier III interventions? | Tracking System of Individual Students |
| 3. Data indicate Tier II 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 II interventions?  What percent made adequate progress?  How do you determine if changes are related to interventions?  Are your Tier II interventions successful? How do you know this? | 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?  Are your Tier II interventions successful? How do you know this? | Systems/Intervention Tracking Tool |
| 5. Data indicate that 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/Intervention 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 |