



MTSS Essential Components Implementation Rubric Worksheet

School: _____ Date: _____

District: _____ Interviewer: _____

Persons Interviewed: _____

Grades of Student Population: Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

The Multi-Tiered System of Supports (MTSS) Essential Components Implementation Rubric is a tool for monitoring school-level fidelity of MTSS implementation. This rubric, along with the MTSS Essential Components Implementation Worksheet, is aligned with the essential components of Montana’s Multi-Tiered System of Supports. The infrastructure that is necessary for successful implementation of MTSS is outlined in this document. The purpose of the rubric and worksheet is to conduct a needs assessment and develop a plan for professional development and technical assistance. The MTSS Essential Components Implementation Worksheet that accompanies this document contains guiding questions and score points that are collected through interviews with school personnel, observational data, and document review.

Instructions: Information about school-level implementation should be collected through interviews with school personnel, observations and document review. Sample interview questions and indicators of implementation are provided in the worksheet that accompanies the MTSS Essential Components Implementation Rubric. After all of the information has been collected, use your notes and the MTSS Essential Components Implementation Rubric to rate the school on each item. The rubric provides a 3-level rating scale and descriptions of implementation that results in an indication of Novice, Nearing Proficient, or Proficient performance.

Areas that indicate implementation at the Novice or Nearing Proficient level should be addressed in the Action Planning Process

**Essential
Component**

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Exploration: *School is actively exploring and preparing for implementation of MTSS*

<p>MTSS Overview</p> <p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Sample Questions: Who presented an overview of MTSS to the faculty? When was the overview presented? What materials or resources were used to present the overview to the faculty?</p> <p>Evidence Reviewed and Notes:</p> <table border="0"> <tr> <td data-bbox="386 568 756 943"> <p>Novice (1 pt) No evidence of attendance at MTSS overview</p> </td> <td data-bbox="756 568 1113 943"> <p>Nearing Proficient (2 pts) Some faculty have attended overview of MTSS</p> </td> <td data-bbox="1113 568 1491 943"> <p>Proficient (3 pts) Administrator and all faculty have attended overview of MTSS</p> </td> <td data-bbox="1491 568 1890 943"> <p>Evidence</p> <ul style="list-style-type: none"> • Staff meeting minutes with attendees and positions identified • MTSS training materials used • Pupil Instruction Related (PIR) Master agenda </td> </tr> </table>	<p>Novice (1 pt) No evidence of attendance at MTSS overview</p>	<p>Nearing Proficient (2 pts) Some faculty have attended overview of MTSS</p>	<p>Proficient (3 pts) Administrator and all faculty have attended overview of MTSS</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Staff meeting minutes with attendees and positions identified • MTSS training materials used • Pupil Instruction Related (PIR) Master agenda
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<p>Consensus to adopt MTSS</p> <p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Sample Questions: What is the percentage of consensus among the faculty/staff to adopt MTSS? How did you measure consensus? Describe your process to achieve consensus.</p> <p>Evidence Reviewed and Notes:</p> <table border="0"> <tr> <td data-bbox="386 1201 756 1385"> <p>Novice (1pt) No evidence of consensus</p> </td> <td data-bbox="756 1201 1113 1385"> <p>Nearing Proficient (2 pts) Less than 80% consensus achieved</p> </td> <td data-bbox="1113 1201 1491 1385"> <p>Proficient (3 pts) 80% or more consensus achieved</p> </td> <td data-bbox="1491 1201 1890 1385"> <p>Evidence</p> <ul style="list-style-type: none"> • Faculty survey; MT MTSS survey • Online surveys (i.e. Poll.com) </td> </tr> </table>	<p>Novice (1pt) No evidence of consensus</p>	<p>Nearing Proficient (2 pts) Less than 80% consensus achieved</p>	<p>Proficient (3 pts) 80% or more consensus achieved</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Faculty survey; MT MTSS survey • Online surveys (i.e. Poll.com)
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- Staff meeting or agenda that demonstrates
- activities and outcomes from Pupil Instruction Related activities (PIR)

Administrative commitment of time and resources

Sample Questions:

- To what extent is implementation of MTSS a priority?
- Has the administration provided time and resources to develop a leadership team with roles and responsibilities established?
- What percent of administrator time is designated to the implementation of MTSS?
- Does your school have a designated calendar for meetings the MTSS Leadership team to meet?
- How often does the MTSS Leadership Team meet?

Level

Evidence Reviewed and Notes:

1: Novice

Novice (1 pt)

Insufficient evidence of scheduled meetings; team development with established roles and /or responsibilities; (3) administrator presence

Nearing Proficient (2 pts)

Only one condition is met (1) scheduled meetings; (2) team development with established roles and/or responsibilities ; (3) administrator presence

Proficient (3 pts)

All conditions are met (1) scheduled meetings; (2) team development with established roles and/or responsibilities; (3) administrator presence

Evidence

- Calendar of scheduled meeting
- Team meeting minutes with attendees listed

2: Nearing Proficient

3: Proficient

Total Score Exploration:

Exploration Points

MTSS Overview	_____ / 3
Consensus to Adopt MTSS	_____ / 3
Administrative Commitment	_____ / 3

____ / 9

Installation: *Structural supports necessary to initiate MTSS are in place.*

Leadership team

Sample Questions:

- Are all grades and departments represented on the team?

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<p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>How often does your team meet? Is the meeting time protected on the annual calendar? Do you record and maintain minutes for each meeting? Describe the communication procedure with Comprehensive School and Community Treatment (CSCT) services.</p> <p>Evidence Reviewed and Notes:</p> <table border="0"> <tr> <td data-bbox="386 477 756 873"> <p>Novice (1 pt) Insufficient evidence of any of the following (1) representative team; (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment (if available); (4) structured meeting agenda with thorough minutes</p> </td> <td data-bbox="756 477 1125 873"> <p>Nearing Proficient (2 pts) Only two conditions are met (1) representative team; (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment (if available); (4) structured meeting agenda with thorough minutes</p> </td> <td data-bbox="1125 477 1495 873"> <p>Proficient (3 pts) All conditions are met (1) representative team, (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment (if available); (4) structured meeting agenda with thorough minutes</p> </td> <td data-bbox="1495 477 1890 873"> <p>Evidence</p> <ul style="list-style-type: none"> • Team Flowchart • Meeting minutes/agenda • PBIS/CSCT Process Document that reflects Licensed Mental Health Centers have communicated about teaming and referral processes </td> </tr> </table>	<p>Novice (1 pt) Insufficient evidence of any of the following (1) representative team; (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment (if available); (4) structured meeting agenda with thorough minutes</p>	<p>Nearing Proficient (2 pts) Only two conditions are met (1) representative team; (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment (if available); (4) structured meeting agenda with thorough minutes</p>	<p>Proficient (3 pts) All conditions are met (1) representative team, (2) consistent meeting schedule; (3) communication with CSCT – Comprehensive School and Community Treatment (if available); (4) structured meeting agenda with thorough minutes</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Team Flowchart • Meeting minutes/agenda • PBIS/CSCT Process Document that reflects Licensed Mental Health Centers have communicated about teaming and referral processes
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<p>Administrator involvement Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Sample Questions: How often does the administrator attend the Leadership Team meetings?</p> <p>Evidence Reviewed and Notes:</p> <table border="0"> <tr> <td data-bbox="386 1045 756 1230"> <p>Novice (1 pt) Insufficient evidence of regular attendance at Leadership Team meetings</p> </td> <td data-bbox="756 1045 1125 1230"> <p>Nearing Proficient (2 pts) Administrator attends less than 90% of Leadership Team meetings.</p> </td> <td data-bbox="1125 1045 1495 1230"> <p>Proficient (3 pts) Administrator attends 100% of Leadership Team meetings.</p> </td> <td data-bbox="1495 1045 1890 1230"> <p>Evidence</p> <ul style="list-style-type: none"> • Team meeting minutes with attendees listed </td> </tr> </table>	<p>Novice (1 pt) Insufficient evidence of regular attendance at Leadership Team meetings</p>	<p>Nearing Proficient (2 pts) Administrator attends less than 90% of Leadership Team meetings.</p>	<p>Proficient (3 pts) Administrator attends 100% of Leadership Team meetings.</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Team meeting minutes with attendees listed
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<p>Data management system</p>	<p>Sample Questions: Is all screening and progress monitoring data entered into a database? Are data reports summarized through visual presentation (i.e., graphs)? Are reports accessed easily to allow individual, classroom, grade level, and school-wide analysis?</p>				

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<p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Are current data available at each meeting?</p> <p>Evidence Reviewed and Notes:</p> <table border="0"> <tr> <td data-bbox="386 386 758 675"> <p>Novice (1 pt) Neither of the following conditions is met: a system exists and is readily accessible to the leadership team and teachers to collect, summarize, and use data for decision making for behavior and academics</p> </td> <td data-bbox="758 386 1150 675"> <p>Nearing Proficient (2 pts) Only one condition is met: a system exists and is readily accessible to the leadership team and teachers to collect, summarize, and use data for decision making for behavior or academics</p> </td> <td data-bbox="1150 386 1522 675"> <p>Proficient (3 pts) Both conditions are met: a system exists and is readily accessible to the leadership team and teachers to collect, summarize, and use data for decision making for behavior <u>and</u> academics</p> </td> <td data-bbox="1522 386 1890 675"> <p>Evidence</p> <ul style="list-style-type: none"> • STAR • SWIS • AimsWeb • DibelsNext </td> </tr> </table>	<p>Novice (1 pt) Neither of the following conditions is met: a system exists and is readily accessible to the leadership team and teachers to collect, summarize, and use data for decision making for behavior and academics</p>	<p>Nearing Proficient (2 pts) Only one condition is met: a system exists and is readily accessible to the leadership team and teachers to collect, summarize, and use data for decision making for behavior or academics</p>	<p>Proficient (3 pts) Both conditions are met: a system exists and is readily accessible to the leadership team and teachers to collect, summarize, and use data for decision making for behavior <u>and</u> academics</p>	<p>Evidence</p> <ul style="list-style-type: none"> • STAR • SWIS • AimsWeb • DibelsNext
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| **Action plan** **Level** 1: **Novice** 2: **Nearing Proficient** 3: **Proficient** | **Sample Questions:** Do you have a current action plan? How often do you review the action plan? Does your professional development plan reflect the needs reflected in your action plan? **Evidence Reviewed and Notes:** | | | | | |---|--|---|--| | <p>Novice (1 pt)
Only one of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation</p> | <p>Nearing Proficient (2 pts)
Only two of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation</p> | <p>Proficient (3 pts)
All of the following criteria is met (1) an action plan is developed; (2) the action plan is reviewed 3x per year; (3) action plan includes professional development to support implementation</p> | <p>Evidence</p> <ul style="list-style-type: none"> • District Action Plan • MTSS Action Plan with PD implications | |---|--|---|--| |

Universal screening

Sample Questions:

What screening measures do you use for reading? Math? Behavior?

Are all students screened at the beginning of the school year?

What system is in place to screen students who enroll after the start of the year?

Do you conduct screening throughout the year? How many times?

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Level

1: Novice

**2: Nearing
Proficient**

3: Proficient

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?

Evidence Reviewed and Notes:

Novice (1 pt)

Neither condition is met for academics or behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)

Nearing Proficient (2 pts)

Only one conditions is met for academics and behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)

Proficient (3 pts)

Both conditions are met for academics and behavior: (1) screening is conducted for all students (i.e., universal); (2) procedures are in place to insure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate)

Evidence

- Calendar of scheduled screening dates
- Documentation of procedures to screen students outside of benchmark window (e.g. new enrollees)
- Data triangles for academic and behavior
- Pathway or documentation of universal screening data and decision rules

**Decision
making
process**

Sample Questions:

Describe how decisions are made to move students between levels.

What problem solving process and/or standard protocol is used in conjunction with data cut points and/or benchmarks?

Who is involved in the decision-making?

What data are used to inform those decisions and how are they used?

What data, criteria and guidelines are used to inform those decisions?

To what extent are the screening, progress monitoring and other assessment data used to inform instruction at all levels, including core instruction?

Evidence Reviewed and Notes:

Level

1: Novice

2: Nearing

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<p>Proficient 3: Proficient</p>	<p>Novice (1 pt) Mechanism for making decisions about the participation of students in the prevention levels is used consistently schoolwide across grade levels, teams and individual students and meets no more than one of the following criteria: the process (1) is data- driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria</p>	<p>Nearing Proficient (2 pts) Mechanism for making decisions about the participation of students in the prevention levels is used consistently schoolwide across grade levels, teams and individual students and meets two of the following criteria for behavior <u>and</u> academics: the process (1) is data- driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria</p>	<p>Proficient (3 pts) Mechanism for making decisions about the participation of students in the prevention levels is used consistently schoolwide across grade levels, teams and individual students and meets all of the following criteria for behavior <u>and</u> academics: the process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders, (3) is operationalized with objective criteria</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Grade Level Meeting Form • MTSS Problem-Solving Model / TIPS minutes at schoolwide, grade level and individual student • 6 Step Problem-Solving Model • Evidence should reflect that the decision making process is universally applied and not confined to limited examples (e.g. one grade level example, individual student example)
<p>Total Score Installation ____ / 18</p>	<p>Installation Points</p> <p>____ / 3 Leadership Team</p> <p>____ / 3 Administrator Involvement</p> <p>____ / 3 Data Management System</p> <p>____ / 3 Action Plan</p> <p>____ / 3 Universal Screening</p> <p>____ / 3 Decision Making Process</p>			
<p>Initial Implementation: <i>School is actively engaged in implementing and supporting MTSS</i></p>				
<p>Montana Content Standards</p>	<p>Sample Questions:</p> <p>To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs?</p> <p>To what extent do teachers use an instructional hierarchy and corresponding instructional activities (i.e., acquisition phase, fluency phase, generalization phase, and application phase)?</p>			

Essential Component

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<p>Level</p> <p>1: Novice 2: Nearing Proficient 3: Proficient</p>	<p>How consistent is this effort among teaching staff?</p> <p><u>Evidence Reviewed and Notes:</u></p> <table border="0"> <tr> <td data-bbox="386 370 756 727"> <p>Novice (1 pt) Neither condition is met for instructional curriculum materials: (1) aligned with Montana content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)</p> </td> <td data-bbox="756 370 1125 727"> <p>Nearing Proficient (2 pts) Only one condition is met for instructional curriculum materials: (1) aligned with Montana content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)</p> </td> <td data-bbox="1125 370 1495 727"> <p>Proficient (3 pts) Both conditions are met for instructional curriculum materials: (1) aligned with Montana content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)</p> </td> <td data-bbox="1495 370 1898 1117"> <p>Evidence</p> <ul style="list-style-type: none"> • Skill Builder with Scope & Sequence; • Walk-through data based on standard process or form to verify implementation fidelity to core curriculum • Curricular fidelity checks • Curriculum Map • Pathway that indicates curriculum used at each tier. • Curricular Pathway Includes behavior lesson plans and schedule • Professional Development Plan that indicates training in alignment process </td> </tr> </table>	<p>Novice (1 pt) Neither condition is met for instructional curriculum materials: (1) aligned with Montana content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)</p>	<p>Nearing Proficient (2 pts) Only one condition is met for instructional curriculum materials: (1) aligned with Montana content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)</p>	<p>Proficient (3 pts) Both conditions are met for instructional curriculum materials: (1) aligned with Montana content standards for academics and behavior; (2) are research based for the target population of learners (including subgroups, i.e. students with low incident disabilities)</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Skill Builder with Scope & Sequence; • Walk-through data based on standard process or form to verify implementation fidelity to core curriculum • Curricular fidelity checks • Curriculum Map • Pathway that indicates curriculum used at each tier. • Curricular Pathway Includes behavior lesson plans and schedule • Professional Development Plan that indicates training in alignment process
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<p>Instruction</p> <p>Level</p> <p>1: Novice 2: Nearing</p>	<p><u>Sample Questions:</u></p> <p>To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs?</p> <p>To what extent do teachers use an instructional hierarchy and corresponding instructional activities (i.e., acquisition phase, fluency phase, generalization phase, and application phase)?</p> <p>How pervasive and consistent is this effort among teaching staff?</p> <p><u>Evidence Reviewed and Notes:</u></p>				

Essential Component

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<p>Proficient</p> <p>3: Proficient</p>	<p>Novice (1 pt) Neither condition is met: (1) most or all teachers differentiate instruction by tailoring content, process, products or the learning environment , the use of ongoing assessment and flexible grouping to address diverse student needs ; (2) teachers use students’ assessment data to identify the needs of students</p>	<p>Nearing Proficient (2 pts) Only one condition is met: (1) most or all teachers differentiate instruction by tailoring content, process, products or the learning environment , the use of ongoing assessment and flexible grouping to address diverse student needs ; (2) teachers use students’ assessment data to identify the needs of students</p>	<p>Proficient (3 pts) Both conditions are met: (1) most or all teachers differentiate instruction by tailoring content, process, products or the learning environment , the use of ongoing assessment and flexible grouping to address diverse student needs ; (2) teachers use students’ assessment data to identify the needs of students</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Pathway indicators of instructional strategies used at each tier • Walk-through data based on standard process or protocol to verify adherence to instructional strategies outlined in Pathway. • Self-Checks • Peer Observations 				
<p>Progress monitoring</p> <p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Sample Questions: What tools are used for progress monitoring? Does your school have documentation that the tools are valid, reliable, and accurate? Has the tool been validated for use with student populations similar to yours? Does the scoring manual or other information provided by the vendor provide benchmarks for acceptable growth? Does the scoring manual or other information provided by the vendor provide benchmarks for minimum end-of-year performance? How frequently do you conduct progress monitoring at Tier I? Tier II? Tier III? How is assessment scheduled? What procedures are in place to ensure accuracy?</p> <p>Evidence Reviewed and Notes:</p> <table border="1"> <tr> <td data-bbox="386 1198 743 1396"> <p>Novice (1 pt) Neither condition is met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation</p> </td> <td data-bbox="743 1198 1100 1396"> <p>Nearing Proficient (2 pts) Only one condition is met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation accuracy (i.e.,</p> </td> <td data-bbox="1100 1198 1457 1396"> <p>Proficient (3 pts) Both conditions are met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation</p> </td> <td data-bbox="1457 1198 1900 1396"> <p>Evidence</p> <ul style="list-style-type: none"> • Pathway identifies progress monitoring frequency and measures • Meeting minutes that indicate review of academic </td> </tr> </table>				<p>Novice (1 pt) Neither condition is met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation</p>	<p>Nearing Proficient (2 pts) Only one condition is met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation accuracy (i.e.,</p>	<p>Proficient (3 pts) Both conditions are met: (1) Frequency is at least monthly for all students; (2) procedures are in place to ensure implementation</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Pathway identifies progress monitoring frequency and measures • Meeting minutes that indicate review of academic
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	accuracy (i.e., appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	accuracy (i.e., appropriate students are tested; scores are accurate; decision-making rules are applied consistently)	assessment and behavior referral data <ul style="list-style-type: none"> • Graphs/data triangles that reflect progress of individual and groups of students across tiered supports • Agendas that reflect review of progress data (e.g. SWIS reports, data sheets) • Individual student progress monitoring plans
Communications with and involvement of parents	<p>Sample Questions: How do you communicate the essential components of MTSS to parents/family? How are parents updated on parents on the progress of children who are receiving Tier II and Tier III interventions? How do you involve parents in the decision-making regarding participation of their child across the Tiers?</p> <p>Evidence Reviewed and Notes:</p>			
Level				
1: Novice	Novice (1 pt) No conditions are met:	Nearing Proficient (2 pts) At least one condition is met:	Proficient (3 pts) All conditions are met:	Evidence
2: Nearing Proficient	(1) a description of the school’s essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	(1) a description of the school’s essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	(1) a description of the school’s essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving strategic and intensive interventions; (3) parents are involved during decision-making regarding participation of their child in prevention levels	<ul style="list-style-type: none"> • District/ School Website • Informational brochures • MTSS Overview at Open House • Student Handbook • Parent Focus Groups • Pathway indicators of strategies for parent communication and engagement across tiers
3: Proficient				

Essential Component

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					<ul style="list-style-type: none"> • Documentation of parent contact for intervention placement and progress • Standards based report cards • Documentation of when parents are notified, when benchmarking occurs
<p>Data based determination to responsiveness to Tier I core instruction</p> <p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Sample Questions:</p> <p>Are you assessing and analyzing school-wide data for behavior and academics a minimum of 3 times a year to determine responsive to Tier I instructions?</p> <p>Does your data reflect a positive/improved student outcomes?</p> <p>Are you using a Six-Step problem solving process for data-based decision-making?</p> <p>Evidence Reviewed and Notes:</p> <p>Novice (1 pt) Neither condition is met for academics or behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status (increasing or decreasing scores); (2) these decision making criteria are implemented accurately</p>	<p>Nearing Proficiency (2 pts) Only one condition is met for academics <u>and</u> behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status (increasing or decreasing scores); (2) these decision making criteria are implemented accurately</p>	<p>Proficient (3 pts) Both conditions are met for academics <u>and</u> behavior: (1) decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to reflect slope of improvement or status (increasing or decreasing scores); (2) these decision making criteria are implemented accurately</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Graphs or reports TIPS Problem Solving Process • Meeting Minutes • Diagnostic Results • AimsWeb • STAR • DibelsNext • Graphs, reports, TIPS problem solving, meeting minutes and/or diagnostic results should reflect that 	

**Essential
Component**

MTSS Essential Components Implementation Documentation

data were used for comparison of peers and classes and to identify students who are not making adequate progress on rate of improvement

Implementation fidelity at Tier 1

Sample Questions:

Is the core instruction delivered with fidelity? If so, what evidence indicates this?
Are there procedures in place to monitor the fidelity of implementation?

Evidence Reviewed and Notes:

Level

1: Novice

Novice (1 pt)

Neither conditions is met for behavior or academics: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity

2: Nearing Proficient

Nearing Proficient (2 pts)

Only one condition for behavior and academics is met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity

3: Proficient

Proficient (3 pts)

Both conditions for behavior and academics are met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity

Evidence

- Curricular fidelity checks
- District alignment to content standards
- Pathway indicators of instructional strategies used at each tier
- Walk-through data based on standard process or protocol to verify adherence to instructional strategies outlined in Pathway.
- TFI Tier 1 report
- Self-checks
- Peer observations

Data based determination to responsiveness to intervention

Sample Questions:

Are graphs used to determine a student’s response to intervention?
Are decisions about whether or not a student is responding to intervention based on progress monitoring?
Are the decisions made based on the slope of a student’s progress or on the student’s final status at the end of the intervention?

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<p>at Tier 2 strategic and Tier 3 Intensive</p> <p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Are criteria implemented accurately and consistently?</p> <p>Evidence Reviewed and Notes:</p> <table border="0"> <tr> <td data-bbox="394 391 751 829"> <p>Novice (1 pt) Neither condition is met for academics or behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement (increase or decrease in measures) or final status at the end of strategic level prevention; (2) these decision making criteria are implemented accurately</p> </td> <td data-bbox="766 391 1123 829"> <p>Nearing Proficient (2 pts) Only one condition is met for academics <u>and</u> behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement (increase or decrease in measures) or final status at the end of strategic level; prevention; (2) these decision making criteria are implemented accurately</p> </td> <td data-bbox="1138 391 1495 829"> <p>Proficient (3 pts) Both conditions are met for academics <u>and</u> behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement (increase or decrease in measures) or final status at the end of strategic level; prevention; (2) these decision making criteria are implemented accurately</p> </td> <td data-bbox="1530 391 1890 829"> <p>Evidence</p> <ul style="list-style-type: none"> • Reports or graphs • Meeting minutes with problem solving process • Data sheets • Graphs, reports, TIPS problem solving, meeting minutes and/or diagnostic results should reflect that data were used to determine rate of progress for groups and individual students </td> </tr> </table>	<p>Novice (1 pt) Neither condition is met for academics or behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement (increase or decrease in measures) or final status at the end of strategic level prevention; (2) these decision making criteria are implemented accurately</p>	<p>Nearing Proficient (2 pts) Only one condition is met for academics <u>and</u> behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement (increase or decrease in measures) or final status at the end of strategic level; prevention; (2) these decision making criteria are implemented accurately</p>	<p>Proficient (3 pts) Both conditions are met for academics <u>and</u> behavior: (1) decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement (increase or decrease in measures) or final status at the end of strategic level; prevention; (2) these decision making criteria are implemented accurately</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Reports or graphs • Meeting minutes with problem solving process • Data sheets • Graphs, reports, TIPS problem solving, meeting minutes and/or diagnostic results should reflect that data were used to determine rate of progress for groups and individual students
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<p>Evidence based Tier 2 strategic interventions</p> <p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Sample Questions:</p> <p>What programs / procedures does your school use for strategic interventions? Do the strategic interventions support the Tier I instruction? 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)?</p> <p>Evidence Reviewed and Notes:</p> <table border="0"> <tr> <td data-bbox="394 1133 751 1396"> <p>Novice (1 pt) Neither condition is met: (1) Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction</p> </td> <td data-bbox="766 1133 1123 1396"> <p>Nearing Proficient (2 pts) Only one condition is met: (1) Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction</p> </td> <td data-bbox="1138 1133 1495 1396"> <p>Proficient (3 pts) Both conditions are met: (1) All Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction</p> </td> <td data-bbox="1530 1133 1890 1396"> <p>Evidence</p> <ul style="list-style-type: none"> • Pathway articulates available Tier II intervention linked to diagnostic assessment • CICO • Social Skill/Academic Intervention Group </td> </tr> </table>	<p>Novice (1 pt) Neither condition is met: (1) Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction</p>	<p>Nearing Proficient (2 pts) Only one condition is met: (1) Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction</p>	<p>Proficient (3 pts) Both conditions are met: (1) All Tier II strategic interventions are evidence based or report at least a minimum effect size; (2) Tier II strategies complement and support Tier I core instruction</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Pathway articulates available Tier II intervention linked to diagnostic assessment • CICO • Social Skill/Academic Intervention Group
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Essential Component

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(S/AIG)

- Check & Connect

Implementation fidelity at Tier 2 strategic interventions

Sample Questions:

Are procedures in place to monitor the fidelity of implementation of the strategic level interventions? If so, please describe.

Does the evidence indicate that the intervention is implemented with fidelity?

Evidence Reviewed and Notes

Level

- 1: Novice
- 2: Nearing Proficient
- 3: Proficient

Novice (1 pt)

Neither condition is met for behavior or academics: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity

Nearing Proficient (2 pts)

Only one condition for behavior and academics is met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity

Proficient (3 pts)

Both conditions for behavior and academics are met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence supports fidelity

Evidence

- TFI Report, Tier 2
- Pathway identifies frequency and measures used for measuring fidelity at Tier 2
- Academic Fidelity Checks, fidelity rubrics
- Self-Checks
- Walk-through or observation data based on standard process or form to verify implementation fidelity to intervention
- CICO Fidelity of Implementation

Evidence based Tier 3 intensive Interventions

Sample Questions

What evidence-based instructional practices are used at the intensive level of intervention?

Are the intensive interventions more intense than the strategic level intervention?

What process do you use to match students to the correct intervention?

Evidence Reviewed and Notes

Level

- 1: Novice

Novice (1 pt)

None of the conditions are

Nearing Proficient (2 pts)

Only two conditions are met: (1)

Proficient (3 pts)

All conditions are met: (1) Tier

Evidence

Essential Component

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<p>2: Nearing Proficient 3: Proficient</p>	<p>met: (1) Tier III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III intervention are based on a valid functional assessment; (3) Intervention is linked to function of behavior; (4) Tier III strategies complement and support Tier I core Instruction</p>	<p>Tier III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III intervention are based on a valid functional assessment; (3) Intervention is linked to function of behavior (4) Tier III strategies complement and support Tier I core Instruction</p>	<p>III intensive interventions are evidence based or report at least a minimum effect size; (2) Tier III interventions are based on a valid functional assessment; (3) Intervention is linked to function of behavior; (4) Tier III strategies complement and support Tier I core Instruction</p>	<ul style="list-style-type: none"> • Diagnostic Assessment • FBA-BIP with indicators of referral process, assessment procedures, interventions linked to identified function, and progress measures • Pathway articulates available Tier 3 intervention linked to diagnostic assessment • Minutes that reflect inclusion of teachers in CSCT treatment team planning.
<p>Implementation fidelity at Tier 3 intensive interventions</p> <p>Level</p> <p>1: Novice 2: Nearing Proficient 3: Proficient</p>	<p>Sample Questions: Are procedures in place to monitor the fidelity of implementation of the intensive level interventions? How do you ensure that the individualized instruction at the intensive level includes evidence-based instructional practices?</p> <p>Evidence Reviewed and Notes:</p>			
	<p>Novice (1 pt) Neither condition is met for behavior or academics: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction</p>	<p>Nearing Proficient (2 pts) Only one condition for behavior <u>and</u> academics is met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction</p>	<p>Proficient (3 pts) Both conditions for behavior <u>and</u> academics are met: (1) procedures are in place to monitor the fidelity of implementation; (2) the preponderance of evidence of Tier III intensive strategies support Tier I core instruction</p>	<p>Evidence</p> <ul style="list-style-type: none"> • TFI, Tier 3 • Curricular Fidelity Checks • Self-Checks • Walk-through or observation data based on standard process or form to verify implementation fidelity to intervention

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Component**

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- Individual intervention plans (BIP) should have fidelity measures written into them.

**Professional
Development**

Level

1: Novice

**2: Nearing
Proficient**

3: Proficient

Sample Questions

How does your school determine what professional development would improve practice?

Does your action plan incorporate identified professional development needs?

How is professional development provided?

Do the teachers regularly participate in school-based professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice?

What percentage of the teaching staff participates?

Evidence Reviewed and Notes

Novice (1 pt)

None of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff

Nearing Proficient (2 pts)

Two of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff

Proficient (3 pts)

All of the conditions are met: (1) professional development is mapped to the action plan; (2) leadership team facilitates training to support implementation; (3) procedures exist to provide training and support to new staff

Evidence

- Professional Development Plan and calendar for staff and leadership team
- Action Plan with professional development completed
- PIR Day agendas
- MTSS Checklist
- Professional development calendar
- MTSS Consultation Plan
- MTSS Handbook or staff handbook

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<p>Total Score Initial Implementation ____ / 36</p>	<p>Initial Implementation Points</p> <p>____ / 3 Montana Content Standards</p> <p>____ / 3 Instruction</p> <p>____ / 3 Progress Monitoring</p> <p>____ / 3 Communication and Involvement with Parents</p> <p>____ / 3 Data-based Determination to Responsiveness to Tier 1</p> <p>____ / 3 Implementation Fidelity at Tier 1</p> <p>____ / 3 Data-based Determination to Responsiveness to Tier 2 and Tier 3 Intensive</p> <p>____ / 3 Evidence-based Tier 2 Strategic Interventions</p> <p>____ / 3 Implementation Fidelity at Tier 2 Strategic Interventions</p> <p>____ / 3 Evidence-based Tier 3 Intensive Interventions</p> <p>____ / 3 Implementation Fidelity at Tier 3 Intensive Interventions</p> <p>____ / 3 Professional Development</p>
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Full Implementation: *MTSS is fully operational and used with all students and all of the other realities of “doing school” with MTSS are being managed.*

<p>Relationship to Primary</p> <p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Sample Questions:</p> <p>Are Tier 2 and Tier 3 interventions always implemented as a supplement to Tier 1 instruction, or do they replace Tier 1 instruction for some students?</p> <p>How do you decide if a student receiving Tier 2 or Tier 3 intervention should remain in Tier 1 instruction?</p> <p>How do you ensure meaningful connections exist between advanced tiers intervention and Tier 1 instruction?</p> <p>Evidence Reviewed and Notes:</p>	<p>Novice (1 pt)</p> <p>Neither condition is met: (1) decisions regarding student participation in strategic and intensive levels of prevention are made on a case-by-case basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for</p>	<p>Nearing Proficient (2 pts)</p> <p>Only one condition is met: (1) decisions regarding student participation in strategic and intensive levels of prevention are made on a case-by-case basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for</p>	<p>Proficient (3 pts)</p> <p>Both conditions are met: (1) decisions regarding student participation in strategic and intensive levels of prevention are made on a case-by-case basis, according to student needs; (2) strategic and intensive interventions address Tier I core instruction in an appropriate manner for</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Individual Student Plan • Intervention Flow Chart • Tier II and/or Tier III meeting minutes • Request for assistance forms with documentation of support
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Essential Component

MTSS Essential Components Implementation Documentation

	students	students	students	
Culturally and Linguistically Responsive Level 1: Novice 2: Nearing Proficient 3: Proficient	Sample Questions: What efforts have been made to ensure that Tier 2 instruction, strategic and intensive level interventions take into account cultural, linguistic, and socioeconomic factors for students? Evidence Reviewed and Notes:			
	Novice (1 pt) Core instruction, strategic and intensive interventions do not account for cultural, linguistic, and socioeconomic factors	Nearing Proficient (2 pts) Core instruction, strategic and intensive level interventions strive to consider cultural, linguistic, and socioeconomic factors, but some areas need improvement	Proficient (3 pts) Core instruction, strategic and intensive level interventions reflect cultural, linguistic, and socioeconomic factors	Evidence <ul style="list-style-type: none"> Documentation of Indian Education For All included in instruction at all three tiers Evidence that disproportionality in discipline referrals is considered and addressed in program planning and evaluation
Student Outcomes Level 1: Novice 2: Nearing Proficient 3: Proficient	Sample Questions: What percent of your enrollment receives only Tier 1 instruction? What percent of your enrollment receives Tier 2 intervention? What percent of your enrollment receives Tier 3 intervention? Have students been able to move from advanced tiers back to Tier 1 instruction this year? Evidence Reviewed and Notes:			
	Novice (1 pt) Insufficient evidence of any of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data indicate movement toward student success	Nearing Proficient (2 pts) Criteria is met for behavior and academics for two of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data	Proficient (3 pts) Criteria is met for behavior and academics for all of the following: (1) data indicate an improvement over baseline; (2) observed changes are related to intervention; (3) data	Evidence <ul style="list-style-type: none"> School-wide Graphs or reports Systems/Intervention Tracking Tool Student Progress Data Template

**Essential
Component**

MTSS Essential Components Implementation Documentation

		indicate movement toward student success	indicate movement toward student success
Total Score Full Implementation ____ / 9	Full Implementation Points ____ / 3 Relationship to Primary ____ / 3 Culturally and Linguistically Responsive ____ / 3 Student Outcomes		
SUSTAINING: School/District ensures the continued use and effectiveness of MTSS implementation.			
Leadership	Sample Questions:		
Level	To what extent is the district aware of the MTSS framework at your school?		
1: Novice	To what extent do the actions taken and decisions made by district administrators improve the effectiveness of MTSS at your school?		
2: Nearing Proficient	To what extent do the actions taken and decisions made by the building administrators improve the effectiveness of MTSS at your school?		
3: Proficient	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?		
	Evidence Reviewed and Notes:		
	Novice (1 pt) Decisions, actions and policies by school and district leaders undermine the effectiveness of the essential components of the MTSS framework at the school	Nearing Proficient (2 pts) Decisions, actions and policies by school and district leaders are inconsistent and only somewhat supportive of the essentials components of the MTSS framework at the school	Proficient (3 pts) Decisions, actions and policies by school and district proactively support the essentials components of the MTSS framework to make the process more effective
			Evidence <ul style="list-style-type: none"> • MTSS Handbook • Professional Development Plan • District Policy Documents • Long Range Strategic Plan (LRSP)
Staff Qualifications	Sample Questions:		
	Describe the training and qualifications for staff that provide strategic and intensive interventions.		
	What ongoing professional development is available to staff who provide strategic and intensive interventions?		
	What ongoing professional development is available to new staff on the MTSS process?		

Essential Component

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<p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Evidence Reviewed and Notes:</p> <p>Staff responsible for providing Tier II strategic and Tier III intensive interventions have not been adequately trained for their responsibilities</p> <p>Some of the staff responsible for providing Tier II strategic and Tier III intensive interventions have been fully trained on MTSS, on evidence-based interventions, and ongoing professional development is available as needed</p> <p>All of the staff responsible for providing Tier II strategic and Tier III intensive interventions has been fully trained on MTSS, on evidence-based interventions, and ongoing professional development is available as needed.</p> <ul style="list-style-type: none"> • Scheduled PIR days support of implementation of MTSS • Staff surveys • Agenda or documentation of Para training in Tier I instruction and Tier II and III interventions • CSPD/ RESA trainings attendance documentation • Web-based courses attendance documentation 							
<p>Policy</p> <p>Level</p> <p>1: Novice</p> <p>2: Nearing Proficient</p> <p>3: Proficient</p>	<p>Sample Questions:</p> <p>How much of the MTSS process has been incorporated in the school procedures?</p> <p>Evidence Reviewed and Notes:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 25%; vertical-align: top;"> <p>Novice (1 pt)</p> <p>MTSS process and critical features of progress monitoring and interventions are not codified and incorporated in School Handbook, Special Education program narratives, Five- Year Plan, and school improvement plan</p> </td> <td style="width: 25%; vertical-align: top;"> <p>Nearing Proficient (2 pts)</p> <p>Some evidence exists that MTSS process and critical features of progress monitoring and interventions are partially codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan and school improvement plan</p> </td> <td style="width: 25%; vertical-align: top;"> <p>Proficient (3 pts)</p> <p>MTSS process and critical features of progress monitoring and interventions are fully codified and incorporated in School Handbook, Special Education program narratives, Five- Year Plan, and school improvement plan</p> </td> <td style="width: 25%; vertical-align: top;"> <p>Evidence</p> <ul style="list-style-type: none"> • MTSS Handbook • School/District Website contains MTSS Documents • School Improvement Plan </td> </tr> </table>				<p>Novice (1 pt)</p> <p>MTSS process and critical features of progress monitoring and interventions are not codified and incorporated in School Handbook, Special Education program narratives, Five- Year Plan, and school improvement plan</p>	<p>Nearing Proficient (2 pts)</p> <p>Some evidence exists that MTSS process and critical features of progress monitoring and interventions are partially codified and incorporated in School Handbook, Special Education program narratives, Five-Year Plan and school improvement plan</p>	<p>Proficient (3 pts)</p> <p>MTSS process and critical features of progress monitoring and interventions are fully codified and incorporated in School Handbook, Special Education program narratives, Five- Year Plan, and school improvement plan</p>	<p>Evidence</p> <ul style="list-style-type: none"> • MTSS Handbook • School/District Website contains MTSS Documents • School Improvement Plan
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<p>Total Score Sustaining</p>	<p>Sustaining Points _____ / 3 Leadership</p>							

**Essential
Component**

MTSS Essential Components Implementation Documentation

____ / 9	____ / 3 Staff Qualifications ____ / 3 Policy
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Total Implementation Score

Stage of Implementation

Exploration	_____ / 9 =	%
Installation	_____ / 18 =	%
Initial Implementation	_____ / 36 =	%
Full Implementation	_____ / 9 =	%
Sustaining	_____ / 9 =	%
Total	_____ / 81	%