

## Essential Elements Matrix - Tier 1

School District: \_\_\_\_\_

School: \_\_\_\_\_

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>1. Universal screening of phonemic awareness, phonics, vocabulary, reading fluency, and/or comprehension, if applicable</b>	<input type="checkbox"/> Conducts screening of some students; <input type="checkbox"/> fewer than 3 times per year; <input type="checkbox"/> not at equal intervals; <input type="checkbox"/> the screening does not measure the same skills each time with exception of K-1; or <input type="checkbox"/> does not measure all applicable skills; and <input type="checkbox"/> implements without integrity	<input type="checkbox"/> Conducts screening of all students (K-8) or grades in your school; <input type="checkbox"/> 3-4 times per year; <input type="checkbox"/> at approximate equal intervals (i.e., fall, winter, spring); <input type="checkbox"/> the screening measures the same skills each time with exception of K-1; <input type="checkbox"/> measures all applicable skills; and <input type="checkbox"/> implements with integrity	N/A	Student's screening results using an assessment that is: <input type="checkbox"/> valid; <input type="checkbox"/> reliable; and <input type="checkbox"/> aligned to standards or intended measures
<b>2. Universal screening of counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning, if applicable</b>	<input type="checkbox"/> Conducts screening of some students; <input type="checkbox"/> fewer than 3 times per year; <input type="checkbox"/> not at equal intervals; <input type="checkbox"/> the screening does not measure the same skills each time with exception of K-1; or <input type="checkbox"/> does not measure all applicable skills; and <input type="checkbox"/> implements without integrity	<input type="checkbox"/> Conducts screening of all students (K-8) or grades in your school; <input type="checkbox"/> 3-4 times per year; <input type="checkbox"/> at approximate equal intervals (i.e., fall, winter, spring); <input type="checkbox"/> the screening measures the same skill) each time with exception of K-1; <input type="checkbox"/> measures all applicable skills; and <input type="checkbox"/> implements with integrity	N/A	Student's screening results using an assessment that is: <input type="checkbox"/> valid; <input type="checkbox"/> reliable; and <input type="checkbox"/> aligned to standards or intended measures
<b>3. Universal screening for students who will be/are taking Algebra I, Biology I, U.S. History, and English II</b>	<input type="checkbox"/> Conducts screening of some students; <input type="checkbox"/> fewer than 3 times per year; <input type="checkbox"/> not at equal intervals; <input type="checkbox"/> does not measure all applicable skills; and <input type="checkbox"/> implements without integrity	<input type="checkbox"/> Conducts screening of all students (9-12) or grades in your school; <input type="checkbox"/> 3-4 times per year; <input type="checkbox"/> at approximate equal intervals (i.e., fall, winter, spring, or within a block schedule); <input type="checkbox"/> measures all applicable skills; and <input type="checkbox"/> implements with integrity	N/A	Student's screening results using an assessment that is: <input type="checkbox"/> valid; <input type="checkbox"/> reliable; and <input type="checkbox"/> aligned to standards or intended measures

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>4. Universal screening of behavior</b>	___ Conducts screening of some students; ___ using the same measure; ___ fewer than 3 times per year; or ___ not at equal intervals; and ___ implements without integrity	___ Conducts screening of all students (K–12); ___ using the same measure; ___ 3–4 times per year; ___ at approximate equal intervals (i.e., fall, winter, spring); and ___ implements with integrity	N/A	Student’s screening results may include, but are not limited to: ___ Office Discipline Referrals (ODR); ___ Systematic Screening for Behavior Disorders (SSBD); ___ behavior rating scales; or ___ teachers’ nomination
<b>5. Instructional delivery supported by scientifically based research (SBR)</b>	___ Classroom observation demonstrates less than high quality classroom instruction at a below average rating based on school or district evaluation or based on Model Form with less than 80% of the classrooms observed.	___ Classroom observation demonstrates high quality classroom instruction at an average rating based on school or district evaluation or based on Model Form with between 80% and 94% of the classrooms observed.	___ Classroom observation demonstrates high quality classroom instruction at an above average rating based on school or district evaluation or based on Model Form in at least 95% of the classrooms observed.	___ Ratings on Classroom Observation Form or district/school form
<b>6. Differentiated instruction</b>	___ Classroom observation demonstrates less than high quality classroom instruction at a below average rating based on school or district evaluation or based on Model Form with less than 80% of the classrooms observed.	___ Classroom observation demonstrates high quality classroom instruction at an average rating based on school or district evaluation or based on Model Form with between 80% and 94% of the classrooms observed.	___ Classroom observation demonstrates high quality classroom instruction at an above average rating based on school or district evaluation or based on Model Form in at least 95% of the classrooms observed.	___ Ratings on Classroom Observation Form or district/school form

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>7. Curricula and instructional materials aligned to state standards</b>	___ The district's instructional management plan, teacher lesson plans, and teacher interviews do not show evidence that the school is implementing curricula and instructional materials that are aligned to the state standards.	All of the following show evidence that the school is implementing curricula and instructional materials that are aligned to the state standards: ___ district's instructional management plan; ___ teacher lesson plans; and ___ teacher interviews.	___ In addition to meeting all the "meets" criteria items, the individual school demonstrates use of curriculum mapping.	___ Instructional management plan; ___ teacher lesson plans; ___ teacher interviews; and ___ curriculum mapping.
<b>8. Classroom and behavior management</b>	___ Classroom observation demonstrates less than high quality classroom instruction with a below average rating based on school or district evaluation or based on Model Form with less than 80% of the classrooms observed.	___ Classroom observation demonstrates high quality classroom instruction at an average rating based on school or district evaluation or based on Model Form with between 80% and 94% of the classrooms observed.	___ Classroom observation demonstrates high quality classroom instruction at an above average rating based on school or district evaluation or based on Model Form in at least 95% of the classrooms observed.	___ Ratings on Classroom Observation Form or district/school form
<b>9. System of behavioral support (school and district level)</b>	School-wide behavior support plan: ___ does not exist; ___ does not address the components of positive behavior support; and ___ is based solely on punitive responses to behavior (i.e. code of conduct and discipline ladders).	___ School-wide behavior support plan that addresses the components of positive behavior support	___ Evidence of full implementation of Positive Behavior Intervention and Support (PBIS) or comparable models at the school and district levels	Evidence sources include, but are not limited to: ___ evidence of data-based professional development; ___ department meetings; and ___ collaborative team meetings (not Teacher Support Team); and ___ School Evaluation Tool (SET). <i>Note: Source should contain evidence of a well-defined PBIS system.</i>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>10. Instructional leadership</b>	District/school improvement plan: ___ does not connect with professional development that exhibits growth, knowledge, and fidelity towards implementation; ___ does not address areas of needs/concerns; ___ based on data (i.e., state test scores, subject area assessment scores, discipline data, test data); ___ does not demonstrate a correlation of allocation of resources to the needs; and ___ does not provide data to support evidence of progress; and ___ absence of data supporting annual improvement plan	District/school improvement plan: ___ connects with professional development that exhibits growth, knowledge, and fidelity towards implementation; ___ does provide data to support evidence of progress; ___ data supports annual improvement plan; ___ addresses areas of needs/concerns based on data (i.e., state test scores, and subject area assessment scores, discipline data, test data); and ___ demonstrates a direct correlation of allocation of resources to the needs	N/A	School improvement plan includes documentation of: ___ teacher professionalism (e.g., evaluation; observations; ongoing systematic professional development; parent notes and letters); ___ allocation of resources (staff, time, and materials); support for screening; assessment; and interventions (e.g., expenditure reports, teaching allocation units).
<b>11. System of instructional support</b>	Instructional management plan does not include: ___ data-driven professional development; ___ all elements necessary for implementation; ___ evidence of formative observations to improve instructional practices; and ___ summative observations to improve instructional practices.	Instructional management plan does include: ___ data-driven professional development; ___ all elements necessary for implementation; ___ evidence of formative observations to improve instructional practices; and ___ summative observations to improve instructional practices.	___ All criteria in “meets” category is established. ___ Professional development is based on National Staff Development Council (NSDC) standards. ___ On-site support is provided for instructional staff members including mentors, instructional coaches, and educational consultants.	Evidence sources include, but are not limited to: ___ mentoring program; ___ peer planning; ___ evidence of data-based professional development; ___ department meetings; ___ peer coaching team meetings; ___ collaborative team meetings (not Teacher Support Team); ___ documentation of formative and summative observations;

Element	Does Not Meet	Meets	Exceeds	Evidence Source
				___ instructional management plan; and ___ Reading Sufficiency Plan.
<b>12. System of classroom observations to determine integrity of implementation</b>	A system is not in place to ensure that: ___ all classrooms are observed, and ___ less than 3–4 times a year to ensure integrity of implementation or ___ at equal intervals.	A system is in place to ensure that ___ all classrooms are observed, and ___ 3–4 times a year to ensure integrity of implementation and ___ at equal intervals.	A system is in place to ensure that ___ all classrooms are observed ___ more than 3–4 times a year to ensure integrity of implementation.	___ Teacher observation forms are on file in schools; ___ Teacher interviews are conducted; and ___ Documentation that feedback sessions are conducted
<b>13. Follow-up procedures in place for instructional staff who have not met minimal instructional and behavioral criteria</b>	___ Follow-up procedures are not in place or do not address the needs of instructional staff who have not met minimal criteria.	___ Follow-up procedures are in place that include feedback to instructional staff members that address the following: ___ a scheduled conference; ___ written information about problematic key features of the checklist; ___ a plan for improvement; and ___ follow-up teacher observations demonstrating implementation.	___ Follow-up procedures are in place that include feedback to instructional staff members that address all of the following: ___ a scheduled conference; ___ written information about problematic key features of the checklist; ___ a plan for improvement; and ___ opportunities to observe exemplary implementation with fidelity.	___ Written documentation of actions taken; ___ Individual Tier 1 Action Plans for identified teachers; ___ Teacher feedback; and/or ___ Follow-up teacher observations demonstrating implementation

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<p><b>14. Parental/family and community involvement</b></p>	<p>School improvement plan does not include:            ___parental involvement component based on measures of parental/family involvement;            ___student achievement;            ___behavior achievement;            ___performance data (state testing); and            ___discipline data (Office Discipline Referrals [ODRs], Systematic Screening for Behavior Disorders [SSBD], teacher referral, and achievement screening)</p>	<p>School improvement plan includes:            ___parental involvement component linked to            ___student achievement;            ___behavior achievement;            ___performance data (state testing); and            ___discipline data (ODRs, SSBD, teacher referral, and achievement screening)</p>	<p>School improvement plan includes:            ___parental involvement component that exhibits opportunities for family learning and development in supporting improved student performance;            non-academic activities/gatherings for families; multiple avenues to communicate with parents;            ___measures of parental participation/ involvement are used to make changes in the plan;            ___parental/community involvement in PBIS efforts that results in increases in measures of implementation and results.</p>	<p>School improvement plan includes:            ___measure (reliable and valid) of parental/family involvement assessment collected at least once a year;            ___evidence-based parental involvement component that supports improved student achievement (e.g., notes sent home, tutoring, Parent Teacher Association, homework center, intervention at family level; parent meeting sign-in sheet; school adopters);            ___opportunities for family learning and development (e.g., good nutrition);            ___non-academic activities/gatherings for families;            ___multiple avenues to communicate with parents (e.g., Web site updates, newsletter, homework hotline; teacher web pages; email);            ___use of parental/family involvement measures to refine school improvement plan; and            ___parental/community involvement in PBIS efforts.</p>

## Essential Elements Matrix - Tier 2

School District: \_\_\_\_\_

School: \_\_\_\_\_

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>1. Progress monitoring of the target areas</b>	<input type="checkbox"/> Conducts progress monitoring of some students; <input type="checkbox"/> fewer than twice weekly (less than 20 data points); <input type="checkbox"/> not at equal intervals; <input type="checkbox"/> monitoring does not measure the same skills each time; and <input type="checkbox"/> does not measure all applicable skills.	<input type="checkbox"/> Conducts progress monitoring of all Tier 2 students; <input type="checkbox"/> twice weekly; <input type="checkbox"/> equals at least 20 data points for a minimum of 10 weeks; <input type="checkbox"/> at approximate equal intervals; <input type="checkbox"/> measures the same skills the same way each time; and <input type="checkbox"/> measures all applicable skills.	N/A	<input type="checkbox"/> The district can provide permanent product data (i.e., probes, passages, observation forms, etc.) including, but not limited to: fluency, reasoning, percentage of behavior, mazes, cloze procedures, etc. <input type="checkbox"/> The permanent products are dated at the time they were administered.
<b>2. Documentation of progress in target areas through a graphical display</b>	<input type="checkbox"/> Data are not present. <input type="checkbox"/> Data are not presented in a graph format. <input type="checkbox"/> Graph does not include target behavior, actual performance, sessions, aim line, or goal line.	<input type="checkbox"/> Data are present. <input type="checkbox"/> Data are presented in a graph format for each student. <input type="checkbox"/> Graph includes target behavior, actual performance, sessions, aim line, and goal line.	N/A	<input type="checkbox"/> Permanent product data (i.e., probes, passages, observation forms, etc.) including, but not limited to: fluency, reasoning, percentage of behavior, mazes, cloze procedures, etc., are graphed for individual students.
<b>3. Appropriate decision making</b>	<input type="checkbox"/> Decision making is not based on the student's current level of performance. <input type="checkbox"/> Decision making is not based on slope/level/rate of improvement. <input type="checkbox"/> Decision making did not incorporate a continuation, revision, or termination, if appropriate.	<input type="checkbox"/> Decision making is based on the student's current level of performance. <input type="checkbox"/> Decision making is based on slope/level/rate of improvement. <input type="checkbox"/> Decision making incorporates a continuation, revision, or termination, if appropriate.	N/A	<input type="checkbox"/> Permanent product data based on the decisions at each interval and rationale. <input type="checkbox"/> Permanent product data based on decisions that were based on instructional level. <input type="checkbox"/> Permanent product data based on decisions that were based on slope/level/rate of improvement.

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>4. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in phonemic awareness, phonics, vocabulary, reading fluency, and/or comprehension</b>	___ Instruction/intervention does not meet the SBR requirements; ___ Instruction/intervention does not match the student's current level of performance; ___ There is no documentation of the steps of the intervention protocol; and ___ Data analysis at the individual and school level has not occurred.	___ Instruction/intervention meets the SBR requirements; ___ Instruction/intervention matches the student's current level of performance; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.	N/A	___ There is treatment validity of the instruction or intervention by matching needs with the targeted intervention. ___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level reading intervention data.
<b>5. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning</b>	___ Instruction/intervention does not meet the SBR requirements. ___ Instruction/intervention does not match the student's current level of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level have not occurred.	___ Instruction/intervention meets the SBR requirements; ___ Instruction/intervention matches the student's current level of performance; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.	N/A	___ There is treatment validity of the instruction or intervention by matching needs with the targeted intervention. ___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level mathematics intervention data.
<b>6. Strategic/targeted intervention and supplemental instruction supported by scientifically based research for students who will be/are taking Algebra I, Biology I, U.S. History, and English II</b>	___ Instruction/intervention does not meet the SBR requirements. ___ Instruction/intervention does not match the student's current level of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual	___ Instruction/intervention meets the SBR requirements; ___ Instruction/intervention matches the student's current level of performance; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the	N/A	___ There is treatment validity of the instruction or intervention by matching needs with the targeted intervention. ___ The district can provide documentation that the intervention is supported by SBR.

Element	Does Not Meet	Meets	Exceeds	Evidence Source
	and school level have not occurred.	individual and school level.		___ There is evidence of data analysis of individual and school level mathematics intervention data.
<b>7. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in behavior/emotional concerns</b>	___ Instruction/intervention does not meet the SBR requirements. ___ Instruction/intervention does not match the student's current level of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level have not occurred.	___ Instruction/intervention meets the SBR requirements; ___ Instruction/intervention matches the student's current behavioral/emotional performance level; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.	N/A	___ There is treatment validity of the instruction or intervention by matching needs with the targeted intervention. ___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level behavioral/emotional intervention data.
<b>8. Documentation of intervention implementation with integrity</b>	___ Documentation of implementation integrity was not assessed using a systematic observation; ___ less than 2 times; ___ not at equal intervals; and ___ no documentation of the interventionist.	___ Documentation of implementation integrity was assessed using a systematic observation; ___ at least 2 times; ___ at equal intervals; and ___ documentation of the interventionist (i.e., name of interventionist, training of the interventionist, etc).	N/A	___ The intervention protocol completed by appropriate personnel at least twice at equal intervals. ___ There is documentation of the intensity, frequency, interventionist, etc. ___ There is documentation of professional development for educational staff on the intervention supported by SBR and all the required components including frequency, duration, intensity, and integrity.

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>9. System of instructional support</b>	Instructional management plan does not: ___ have data-driven professional development for Tier 2 interventions supported by SBR; ___ include progress monitoring; or ___ incorporate decision making.	Instructional management plan that includes: ___ data-driven professional development for Tier 2 interventions supported by SBR; ___ progress monitoring; and ___ decision making.	___ All criteria in “meets” category are established. ___ Professional development is based on NSDC standards. ___ On-site support is provided for instructional staff members including mentors, instructional coaches, and educational consultants.	Evidence sources include, but are not limited to: ___ instructional management plan; ___ mentoring program; ___ peer planning; ___ data-based professional development; and ___ collaborative team meetings.
<b>10. System of behavioral support (school and district level)</b>	School-wide behavior support plan: ___ does not exist; ___ does not address the elements of positive behavior support; ___ is based solely on punitive responses to behavior (i.e., code of conduct and discipline ladders); ___ fails to document intervention plans for the small group or individual; and ___ fails to document target behaviors.	School-wide behavior support plan: ___ addresses the components of positive behavior support for Tier 2 students; ___ contains documentation of intervention plan for the small group or individual; and ___ contains documentation that includes target behaviors.	___ Evidence of at least 80% of critical elements of PBIS or comparable models at the school and district levels	Evidence sources include, but are not limited to: ___ data-based professional development; ___ department meetings; ___ collaborative team meetings; and ___ School Evaluation Tool (SET)

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>11. Instructional leadership</b>	School improvement plan does not: ___link to professional development related to Tier 2 activities; ___assess impact of the professional development (i.e., growth, knowledge, and fidelity); ___address areas of needs/concerns based on data (i.e., MSIS, state tests, subject area assessment scores, discipline data, and local test data); and ___demonstrate a direct correlation of allocation of resources to the needs.	School improvement plan: ___links to professional development related to Tier 2 activities; ___assesses impact of the professional development (i.e., growth, knowledge, and fidelity); ___addresses areas of needs/concerns based on data (i.e., MSIS, state tests, subject area assessment scores, discipline data, and local test data); and ___demonstrates a direct correlation of allocation of resources to the needs.	N/A	Evidence sources include, but are not limited to: ___outcome measures on professional development that measure growth, knowledge, and fidelity; ___written documentation that the plan addresses the areas of concern; ___written analysis of data to determine concerns; and ___documentation that resources are allocated to the needs demonstrated.
<b>12. Parental/family and community involvement</b>	___Parents were not notified at the start of the Tier 2 process.	___Parents were notified at the start of the Tier 2 process.	___Documentation of parent/family meetings to discuss intervention and progress	___Written letter of notification; ___written documentation of parent/family meeting; and ___recommendations from the parent/family conference

### Essential Elements Matrix - Tier 3

School District: \_\_\_\_\_

School: \_\_\_\_\_

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>1. Teacher Support Team (TST) process</b>	The TST does not have: ___ regular meetings (1 time per week); ___ documentation of member participation; ___ a chairperson who is the principal or principal's designee; and ___ a mechanism to refer students.	The TST has: ___ regular meetings (1 time per week); ___ documentation of member participation; ___ a chairperson who is the principal or principal's designee; and ___ a mechanism to refer students.	N/A	Evidence sources include, but are not limited to: ___ meeting minutes; ___ documentation of membership including the chairperson; ___ documentation of professional development on TST process for all teachers; and ___ documentation of referrals.
<b>2. Progress monitoring of the target areas</b>	___ Conducts progress monitoring of some students; ___ fewer than twice weekly (less than 7–9 data points per evaluation point); ___ not at equal intervals; ___ monitoring does not measure the same skills each time; and ___ does not measure all applicable skills.	___ Conducts progress monitoring of all Tier 3 students; ___ twice weekly; ___ equals at least 7–9 data points at each evaluation point; ___ at approximate equal intervals; ___ measures the same skills the same way each time; and ___ measures all applicable skills.	N/A	___ The district can provide permanent product data (i.e., probes, passages, observation forms, etc.) including, but not limited to: fluency, reasoning, percentage of behavior, mazes, cloze procedures, etc. ___ The permanent products are dated at the time they were administered.
<b>3. Documentation of progress in target areas through a graphical display</b>	___ Data are not present. ___ Data are not presented in a graph format. ___ Graph does not include target behavior, actual performance, sessions, aim line, or goal line.	___ Data are present. ___ Data are presented in a graph format for each student. ___ Graph includes target behavior, actual performance, sessions, and goal line.	N/A	___ Permanent product data (i.e., probes, passages, observation forms, etc.) including, but not limited to: fluency, reasoning, percentage of behavior, mazes, cloze

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>4. Appropriate decision making</b>	<p>___ Decision making is not based on the student's current level of performance.</p> <p>___ Decision making is not based on slope/level/rate of improvement.</p> <p>___ Decision making did not incorporate a continuation, revision, or termination, if appropriate.</p> <p>___ Decision making was made prematurely (e.g., did not wait at least 4 weeks).</p>	<p>___ Decision making is based on the student's current level of performance.</p> <p>___ Decision making is based on slope/level/rate of improvement.</p> <p>___ Decision making incorporates a continuation, revision, or termination, if appropriate.</p> <p>___ Decision making was made at the appropriate intervals (e.g., at 4-week intervals).</p>	N/A	<p>procedures, etc., are graphed for individual students.</p> <p>___ Permanent product data based on the decisions at each interval and rationale.</p> <p>___ Permanent product data based on decisions that were based on instructional level.</p> <p>___ Permanent product data based on decisions that were based on slope/level/rate of improvement.</p>
<b>5. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in phonemic awareness, phonics, vocabulary, reading fluency, and/or comprehension</b>	<p>___ The intervention does not meet the SBR requirements.</p> <p>___ The intervention does not match the student's current level of performance.</p> <p>___ There is no documentation of the steps of the intervention protocol.</p> <p>___ Data analysis at the individual and school level have not occurred.</p>	<p>___ The intervention meets the SBR requirements;</p> <p>___ The intervention matches the student's current level of performance;</p> <p>___ There is written documentation of the intervention protocol; and</p> <p>___ There is data analysis at the individual and school level.</p>	N/A	<p>___ There is treatment validity of the intervention by matching needs with the targeted intervention.</p> <p>___ The district can provide documentation that the intervention is supported by SBR.</p> <p>___ There is evidence of data analysis of individual and school level reading intervention data.</p>
<b>6. Strategic/targeted intervention and supplemental instruction supported by scientifically</b>	<p>___ The intervention does not meet the SBR requirements.</p> <p>___ The intervention does not match the student's current level</p>	<p>___ The intervention meets the SBR requirements;</p> <p>___ The intervention matches the student's current level of</p>	N/A	<p>___ There is treatment validity of the intervention by matching needs with the targeted intervention.</p>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>based research in counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning</b>	of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level have not occurred.	performance; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.		___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level mathematics intervention data.
<b>7. Strategic/targeted intervention and supplemental instruction supported by scientifically based research for students who will be/are taking Algebra I, Biology I, U.S. History, and English II</b>	___ Intervention does not meet the SBR requirements. ___ Intervention does not match the student's current level of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level has not occurred.	___ Intervention meets the SBR requirements; ___ Intervention matches the student's current level of performance; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.	N/A	___ There is treatment validity of the intervention by matching needs with the targeted intervention. ___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level mathematics intervention data.
<b>8. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in behavior/emotional concerns</b>	___ Intervention does not meet the SBR requirements. ___ Intervention does not match the student's current level of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level has not occurred.	___ Intervention meets the SBR requirements; ___ Intervention matches the student's current behavioral/emotional performance level or the function of the behavior; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.	N/A	___ There is treatment validity of the intervention by matching needs with the targeted intervention. ___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level behavioral/emotional intervention data.

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>9. Documentation of intervention implementation with integrity</b>	___ Documentation of implementation integrity was not assessed using a systematic observation; ___ less than 6–8 times; ___ not at equal intervals; and ___ no documentation of the interventionist.	___ Documentation of implementation integrity was assessed using a systematic observation; ___ at least 6–8 times; ___ at equal intervals; and ___ documentation of the interventionist (i.e., name of interventionist, training of the interventionist, etc).	N/A	___ The intervention protocol completed by appropriate personnel at least 6 times at equal intervals. ___ There is documentation of the intensity, frequency, interventionist, etc. ___ There is documentation of professional development for educational staff on the SBR intervention and all the required components including frequency, duration, intensity, and integrity.
<b>10. System of instructional support</b>	Instructional management plan does not: ___ have data-driven professional development for Tier 3 SBR interventions; ___ include progress monitoring; or ___ incorporate decision making.	Instructional management plan that includes: ___ data-driven professional development for Tier 3 SBR interventions; ___ progress monitoring; and ___ decision making.	___ All criteria in “meets” category are established. ___ Professional development is based on NSDC standards. ___ On-site support is provided for instructional staff members including mentors, instructional coaches, and educational consultants.	Evidence sources include, but are not limited to: ___ instructional management plan; ___ mentoring program; ___ peer planning; ___ data-based professional development; and ___ collaborative team meetings.
<b>11. System of behavioral support (school and district level)</b>	School-wide behavior support plan: ___ does not exist; ___ does not address the components of positive behavior	School-wide behavior support plan: ___ addresses the components of positive behavior support for Tier 3 students;	___ Evidence of at least 80% of critical elements of PBIS or comparable models at the school and district	Evidence sources include, but are not limited to: ___ data-based professional development; ___ department meetings;

Element	Does Not Meet	Meets	Exceeds	Evidence Source
	support; ___ is based solely on punitive responses to behavior (i.e. code of conduct, discipline ladders, and disciplinary referrals); ___ fails to document intervention plan(s) for the small group or individual; and ___ fails to document functional behavioral assessment (FBA).	___ contains documentation of intervention plan for the small group or individual; and ___ contains documentation of an FBA.	levels.	___ collaborative team meetings; ___ documentation of FBA behavior plans; ___ School Evaluation Tool (SET); and ___ documentation of qualifications.
<b>12. Instructional leadership</b>	School improvement plan does not: ___ link to professional development related to Tier 3 activities; ___ assess impact of the professional development (i.e., growth, knowledge, and fidelity); ___ address areas of needs/concerns based on data (i.e., Mississippi Student Information System [MSIS], state tests, subject area assessment scores, discipline data, and local test data); and ___ demonstrate a direct correlation of allocation of resources to the needs.	School improvement plan: ___ links to professional development related to Tier 3 activities; ___ assesses impact of the professional development (i.e., growth, knowledge, and fidelity); ___ addresses areas of needs/concerns based on data (i.e., MSIS, state tests, subject area assessment scores, discipline data, and local test data); and ___ demonstrates a direct correlation of allocation of resources to the needs.	N/A	Evidence sources include, but are not limited to: ___ outcome measures on professional development that measure growth, knowledge, and fidelity; ___ written documentation that the plan addresses the areas of concern; ___ written analysis of data to determine concerns; and ___ documentation that resources are allocated to the needs demonstrated.

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<b>13. Parental/family and community involvement</b>	___ Parents were not notified at the start of the Tier 3 process.	___ Parents were notified at the start of the Tier 3 process. ___ Documentation of parent/family meetings to discuss intervention and progress.	N/A	___ Written letter of notification; ___ written documentation of parent/family meeting; and ___ recommendations from the parent/family conference.
<b>14. Teacher Support Team outcomes</b>	The TST does not have: ___ documentation of completed student files; ___ documentation of populated students and outcomes for those students; ___ documentation of percentage of students referred for evaluation; ___ documentation of percentage of files that had to be returned to teachers for additional information; ___ documentation of number of students referred to the TST; and ___ analysis of the type of referrals to determine if there are patterns that need to be addressed at a group level (e.g., large number of students referred for math reasoning that should be addressed at Tier 1).	The TST has: ___ documentation of completed student files; ___ documentation of populated students and outcomes for those students; ___ documentation of percentage of students referred for evaluation; ___ documentation of percentage of files that had to be returned to teachers for additional information; ___ documentation of number of students referred to the TST; and ___ analysis of the type of referrals to determine if there are patterns that need to be addressed at a group level (e.g., large number of students referred for math reasoning that should be addressed at Tier 1).	N/A	Evidence sources include, but are not limited to: ___ completed student files; ___ documentation of total referrals by type, grade, teacher, etc.; ___ documentation of professional development for common types of referrals (e.g., a large percentage of behavior referrals); ___ documentation of total referrals sent for evaluation; ___ documentation of successful interventions over total number of referrals; and ___ documentation of number of referrals sent back for additional information.