

Integrated MTSS Fidelity Rubric

MATERIALS PACKET | March 2024



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Integrated MTSS Fidelity Rubric (IMFR)

Domain 1. Instruction and Intervention					
Item	Beginning	Exploring	Aligning	Integrating	Sustaining
<p>1.1 Tier 1</p> <p><i>Tier 1 refers to the core curriculum and instructional practices delivered to all students.</i></p> <p><i>Tier 1 criteria:</i></p> <p>(a) <i>Tier 1 is evidence based.</i></p> <p>(b) <i>Tier 1 is differentiated to address the needs of all learners.</i></p> <p>(c) <i>Tier 1 is delivered with fidelity.</i></p>	<p>Tier 1 <u>does not meet all criteria</u> in any academic or SEB¹ area.</p>	<p>Tier 1 <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Tier 1 <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>Tier 1 <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, Tier 1 has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>
<p>1.2 Tier 2</p> <p><i>Tier 2 refers to interventions and supports that supplement the core curriculum and are provided to small groups of students who need more targeted instruction.</i></p> <p><i>Tier 2 criteria:</i></p> <p>(a) <i>Tier 2 is evidence based.</i></p> <p>(b) <i>Tier 2 is supplemental to Tier 1.</i></p> <p>(c) <i>Tier 2 is delivered with fidelity to a targeted group of students.</i></p>	<p>Tier 2 <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>Tier 2 <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Tier 2 <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>Tier 2 <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, Tier 2 has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>

¹ Social, emotional, and behavioral (SEB)

Domain 1. Instruction and Intervention					
Item	Beginning	Exploring	Aligning	Integrating	Sustaining
<p>1.3 Tier 3</p> <p><i>Tier 3 refers to intensive interventions and supports that supplement the core curriculum and are provided to individuals or very small groups of students with the most intensive needs.</i></p> <p><i>Tier 3 criteria:</i></p> <p>(a) <i>Tier 3 is evidence based.</i></p> <p>(b) <i>Tier 3 is supplemental to Tier 1.</i></p> <p>(c) <i>Tier 3 is delivered with fidelity in very small groups or individually.</i></p>	<p>Tier 3 <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>Tier 3 <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Tier 3 <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>Tier 3 <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, Tier 3 has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>
Domain 2. Assessment					
Item	Beginning	Exploring	Aligning	Integrating	Sustaining
<p>2.1 Universal Screening</p> <p><i>Universal screening assessments are given to all students a few times a year to identify students who likely need support beyond the core curriculum to meet expected outcomes.</i></p> <p><i>Universal screening criteria:</i></p> <p>(a) <i>Universal screening assessments are evidence based.</i></p> <p>(b) <i>Universal screening assessments are administered to all students with fidelity.</i></p> <p>(c) <i>Universal screening assessments are intended to identify students at risk for not meeting expected outcomes.</i></p>	<p>Universal screening <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>Universal screening <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Universal screening <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>Universal screening <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, universal screening has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>

Domain 2. Assessment

Item	Beginning	Exploring	Aligning	Integrating	Sustaining
<p>2.2 Diagnostic Assessment</p> <p><i>Diagnostic assessments are used to determine a student’s specific need(s) and to inform the focus for intervention.</i></p> <p><i>Diagnostic assessment criteria:</i></p> <p>(a) <i>Diagnostic assessments are aligned with student need and curriculum standards.</i></p> <p>(b) <i>Diagnostic assessments are administered with fidelity to an individual student or group of students.</i></p> <p>(c) <i>Diagnostic assessments are intended to identify a specific skill or behavioral need.</i></p>	<p>Diagnostic assessment <u>does not</u> meet all <u>criteria</u> in any academic or SEB area.</p>	<p>Diagnostic assessment <u>meets all</u> <u>criteria</u> in at least <u>one</u> <u>academic area</u> or at least <u>one</u> <u>SEB area</u>.</p>	<p>Diagnostic assessment <u>meets all</u> <u>criteria</u> in at least <u>one</u> <u>academic area</u> and at least <u>one</u> <u>SEB area</u>, but academic and SEB areas <u>are not</u> <u>combined</u> (i.e., they operate separately).</p>	<p>Diagnostic assessment <u>meets all</u> <u>criteria</u> in at least <u>one</u> <u>academic area</u> and at least <u>one</u> <u>SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, diagnostic assessment has <u>met all</u> <u>criteria</u> in at least <u>one</u> <u>academic area</u> and at least <u>one</u> <u>SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>
<p>2.3 Progress Monitoring</p> <p><i>Progress monitoring assessments are used to track a student’s progress toward a goal when receiving intervention.</i></p> <p><i>Progress monitoring criteria:</i></p> <p>(a) <i>Progress monitoring assessments are evidence based.</i></p> <p>(b) <i>Progress monitoring assessments are administered on a frequent and regular basis with fidelity to students receiving intervention.</i></p> <p>(c) <i>Progress monitoring assessments are intended to track student progress toward an identified goal over short periods of time.</i></p>	<p>Progress monitoring <u>does not</u> meet all <u>criteria</u> in any academic or SEB area.</p>	<p>Progress monitoring <u>meets all</u> <u>criteria</u> in at least <u>one</u> <u>academic area</u> or at least <u>one</u> <u>SEB area</u>.</p>	<p>Progress monitoring <u>meets all</u> <u>criteria</u> in at least <u>one</u> <u>academic area</u> and at least <u>one</u> <u>SEB area</u>, but academic and SEB areas <u>are not</u> <u>combined</u> (i.e., they operate separately).</p>	<p>Progress monitoring <u>meets all</u> <u>criteria</u> in at least <u>one</u> <u>academic area</u> and at least <u>one</u> <u>SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, progress monitoring has <u>met all</u> <u>criteria</u> in at least <u>one</u> <u>academic area</u> and at least <u>one</u> <u>SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>

Domain 3. Data-Based Decision Making (DBDM)

Item	Beginning	Exploring	Aligning	Integrating	Sustaining
<p>3.1 Universal DBDM</p> <p><i>Universal DBDM uses screening data and other student-level data to determine students who are not adequately responding to Tier 1.</i></p> <p><i>Universal DBDM criteria:</i></p> <p>(a) <i>Universal DBDM identifies students in need of Tier 2 or Tier 3 support or intervention.</i></p> <p>(b) <i>Universal DBDM involves educators with all relevant areas of expertise.</i></p> <p>(c) <i>Universal DBDM involves review of validated universal screening data.</i></p> <p>(d) <i>Universal DBDM involves review of student language and cultural backgrounds and special education status.</i></p> <p>(e) <i>Universal DBDM involves consistent application of decision rules based on the data.</i></p> <p>(f) <i>Universal DBDM involves communication between staff and caregivers.</i></p>	<p>Universal DBDM <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>Universal DBDM <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Universal DBDM <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>Universal DBDM <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, universal DBDM has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>

Domain 3. Data-Based Decision Making (DBDM)

Item	Beginning	Exploring	Aligning	Integrating	Sustaining
<p>3.2 Targeted DBDM</p> <p><i>Targeted DBDM uses diagnostic, progress monitoring, and other student-level data to make decisions about Tier 2 support and intervention and monitor student progress.</i></p> <p><i>Targeted DBDM criteria:</i></p> <p>(a) <i>Targeted DBDM matches Tier 2 interventions to students’ specific learning/behavioral needs and monitors students’ response to intervention.</i></p> <p>(b) <i>Targeted DBDM involves educators with all relevant areas of expertise.</i></p> <p>(c) <i>Targeted DBDM involves review of Tier 2 diagnostic and progress monitoring data.</i></p> <p>(d) <i>Targeted DBDM involves review of student language and cultural backgrounds and special education status.</i></p> <p>(e) <i>Targeted DBDM involves consistent application of decision rules based on the data.</i></p> <p>(f) <i>Targeted DBDM involves communication between staff and caregivers.</i></p>	<p>Targeted DBDM <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>Targeted DBDM <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Targeted DBDM <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>Targeted DBDM <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, targeted DBDM has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>

Domain 3. Data-Based Decision Making (DBDM)

Item	Beginning	Exploring	Aligning	Integrating	Sustaining
<p>3.3 Intensive DBDM <i>Intensive DBDM uses diagnostic, progress monitoring, and other student-level data to select and adapt Tier 3 interventions and monitor student progress.</i> <i>Intensive DBDM criteria:</i> (a) <i>Intensive DBDM is used to select and adapt Tier 3 interventions and monitor students’ response to intervention.</i> (b) <i>Intensive DBDM involves educators with all relevant areas of expertise.</i> (c) <i>Intensive DBDM involves review of Tier 3 diagnostic and progress monitoring data.</i> (d) <i>Intensive DBDM involves review of student language and cultural backgrounds and special education status.</i> (e) <i>Intensive DBDM involves consistent application of decision rules based on the data.</i> (f) <i>Intensive DBDM involves communication between staff and caregivers.</i></p>	<p>Intensive DBDM <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>Intensive DBDM <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Intensive DBDM <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>Intensive DBDM <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, intensive DBDM has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>
<p>3.4 Continuous Improvement <i>Continuous improvement uses school-level data to monitor and improve the effectiveness of I-MTSS.²</i> <i>Continuous improvement criteria:</i> (a) <i>Continuous improvement uses data to enhance I-MTSS.</i> (b) <i>Continuous improvement involves an administrator with decision-making authority.</i> (c) <i>Continuous improvement involves review of school-level I-MTSS data.</i> (d) <i>Continuous improvement occurs at least annually.</i> (e) <i>Continuous improvement involves communication between the school and community.</i></p>	<p>Continuous improvement <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>Continuous improvement <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Continuous improvement <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, but academic and SEB areas <u>are not combined</u> (i.e., they operate separately).</p>	<p>Continuous improvement <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u>.</p>	<p>For at least two years, continuous improvement has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and academic and SEB areas <u>are intentionally combined</u> and documented in <u>policies and procedures</u>.</p>

² Integrated Multi-Tiered Systems of Support

Domain 4. Infrastructure

Item	Initial	Developing	Proficient	Advanced
<p>4.1 District Leadership</p> <p><i>District leaders support and prioritize I-MTSS.</i></p> <p><i>District leadership criteria:</i></p> <p>(a) <i>District leaders are actively involved in I-MTSS implementation.</i></p> <p>(b) <i>District leaders guide I-MTSS implementation.</i></p> <p>(c) <i>District leaders promote a shared vision of I-MTSS.</i></p>	<p>District leadership <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>District leadership <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>District leadership <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>.</p>	<p>For at least two years, district leadership has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and documented in <u>policies and procedures</u>.</p>
<p>4.2 School Leadership</p> <p><i>The principal/assistant principal supports and prioritizes I-MTSS.</i></p> <p><i>School leadership criteria:</i></p> <p>(a) <i>The principal/assistant principal is actively involved in I-MTSS implementation.</i></p> <p>(b) <i>The principal/assistant principal guides I-MTSS implementation.</i></p> <p>(c) <i>The principal/assistant principal promotes a shared vision of I-MTSS.</i></p>	<p>School leadership <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>School leadership <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>School leadership <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>.</p>	<p>For at least two years, school leadership has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and documented in <u>policies and procedures</u>.</p>
<p>4.3 Schoolwide Culture</p> <p><i>There is a schoolwide culture of support for and commitment to I-MTSS.</i></p> <p><i>Schoolwide culture criteria:</i></p> <p>(a) <i>At least 80% of staff support I-MTSS.</i></p> <p>(b) <i>There is alignment across I-MTSS and related school initiatives.</i></p>	<p>The schoolwide culture <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>The schoolwide culture <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>The schoolwide culture <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>.</p>	<p>For at least two years, the schoolwide culture has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and documented in <u>policies and procedures</u>.</p>
<p>4.4 Professional Learning</p> <p><i>Professional learning opportunities support I-MTSS.</i></p> <p><i>Professional learning criteria:</i></p> <p>(a) <i>Professional learning is aligned to staff needs.</i></p> <p>(b) <i>Professional learning is rated high quality.</i></p> <p>(c) <i>Professional learning is ongoing.</i></p>	<p>Professional learning <u>does not meet all criteria</u> in any academic or SEB area.</p>	<p>Professional learning <u>meets all criteria</u> in at least <u>one academic area</u> or at least <u>one SEB area</u>.</p>	<p>Professional learning <u>meets all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>.</p>	<p>For at least two years, professional learning has <u>met all criteria</u> in at least <u>one academic area</u> and at least <u>one SEB area</u>, and documented in <u>policies and procedures</u>.</p>

IMFR Interview Protocol

The IMFR Interview Protocol is used to conduct an interview with a school I-MTSS team. This protocol contains a short introductory section, several longer sections with interview questions about each of the 14 items (e.g., Tier 1) within the four IMFR domains (e.g., Instruction and Intervention), and a brief closing section. The Interview Protocol contains scripted language that is used to conduct the interview.

How to Use the IMFR Interview Protocol

Step 1: Prepare for success.

- Understand the intent of the questions by being thoroughly familiar with the rubric and scoring worksheet.
- Take notes during the interview.
- Audio/video record the interview if you have permission from the team.

Step 2: Engage the team and be aware of time.

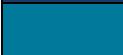
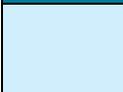
- Demonstrate an upbeat demeanor with interest in the team’s responses.
- Work to involve all team members throughout the interview.
- Do not rush the team through a response but work to keep the conversation moving at a steady pace.
- Redirect the conversation if it strays too far from the intended topic.
- Provide at least one break (about 5–10 minutes) midway through the administration.

Step 3: Follow the protocol and make limited deviations.

- Adhere closely to the questions in the protocol by using the scripted language.
- Avoid skipping questions unless the team has directly responded to a question in a prior response.
- Reword or ask follow-up questions only if the team does not understand what is being asked or you need additional information to accurately score the item.

Interview Protocol Organization

Below, the table describes how the protocol is formatted.

Shading	Purpose
	Section/Domain Heading
	Subsection/Construct Heading
	Scripted language to be read aloud by the Data Collector to orient the team to the types of questions
	<i>Scoring Criteria Alignment</i>
	Interview Questions to be read aloud by the Data Collector

IMFR Interview Protocol

SECTION 1 INTRODUCTION

PURPOSE

Thank you for taking time to speak with me this *[morning/afternoon]*. The Integrated Multi-Tiered Systems of Support (I-MTSS) Fidelity Rubric, or IMFR, is a tool to measure the fidelity of *integrated* MTSS implementation. This tool will identify areas of strength and opportunities for growth in schools implementing an I-MTSS model.

ADMINISTRATION PROCESS

The goal of this interview is to learn more about your school's implementation of I-MTSS and how you *integrate* MTSS practices. This interview will take about 4 hours. We will take a break about halfway through.

CONFIDENTIALITY, PRIVACY, INFORMED CONSENT, AND PERMISSION TO RECORD

Prior to this call, we sent you a consent form regarding your participation in this administration and consent to record the session. Do you have any questions before we start?

[START RECORDING NOW]

I will begin recording now.

If at any point you would like me to stop recording, please let me know.

DEFINITION OF INTEGRATED MTSS

To ensure we have a common understanding of MTSS, I'll start by sharing some definitions.

- We define **MTSS** as a framework for providing preventative and responsive tiered supports in schools aligned to academic, social, emotional, and behavioral student needs through a data-based decision-making process.
- Your school may call your academic tiered system response to intervention (**RTI**) and your behavioral tiered system Positive Behavioral Interventions and Supports, or **PBIS**.
- In this interview, the term "**academic areas**" refers to reading and/or math.
- Throughout the interview I will also ask about **Social, Emotional, and Behavioral (SEB) areas**. When responding to questions about SEB, please include tiered practices around any behavior-related system, including SEB systems.
- Throughout our conversation, I'll also refer to **integrated MTSS**, or **I-MTSS**. When I say integrated MTSS, I mean how your school strategically combines academic and behavioral tiered supports.
- We encourage you to be candid with your responses and provide examples throughout.
- We also ask that you speak to practices that are standard across the school as opposed to practices that may only be implemented by some teachers or some grade levels.
- It is a lengthy interview, so we will move at a brisk pace while still getting an accurate picture of I-MTSS in your school.

Are there any questions before we begin?

SECTION 2 SCHOOL CONTEXT

INTRODUCTION OF TEAM

1. I'd first like to briefly hear from each of you. Please give your name, current role, and number of years in this role at this school.

MTSS OVERVIEW

Thank you! For the remainder of the interview, whoever is the best person to speak to the question should answer and others can chime in as needed.

Now, I'd like to get a broad overview of I-MTSS at your school.

1. In which **academic** and/or **SEB** areas does your school have tiered systems of support?
2. Briefly describe the relationship between your I-MTSS and special education systems.

SECTION 3 DOMAIN 1. INSTRUCTION AND INTERVENTION

TIER 1: READING, MATH, & SEB (SCORING WORKSHEET 1.1, Q1)

We'll start with **Tier 1**. When I say **Tier 1**, I am referring to the core curriculum and instructional practices delivered to all students.

A. Scoring Criterion: Tier 1 is evidence based.

1. What Tier 1 curriculum is used for **reading**?
 - a. **[Follow-up if needed]** Who selected this curriculum?
 - b. **[If not district selected]** Was there consideration of the curriculum's research base in the selection process?
2. What about in **math**? What Tier 1 curriculum is used? Who selected it? Was there consideration of research on it during the selection process?
3. What about in **SEB**? What Tier 1 curriculum is used? Who selected it? Was there consideration of research on it during the selection process?

B. Scoring Criterion: Tier 1 is differentiated to address the needs of all learners.

1. What data do teachers use to determine how Tier 1 **reading** instruction will be differentiated?
 - *E.g., universal screening data, unit assessments.*
 - a. **[Follow-up if needed]** How do teachers differentiate Tier 1 **reading** instruction?
 - *E.g., use of centers/stations, small-group instruction, varied assignments, self-leveling computer-based programs.*
 - b. **[Follow-up if needed]** Which students receive differentiated instruction for Tier 1 **reading**?
2. What about in **math**? What data do teachers use to determine how Tier 1 will be differentiated? How do teachers differentiate? Which students receive differentiated instruction in Tier 1?
3. What about in **SEB**? What data do teachers use to determine how Tier 1 will be differentiated? How do teachers differentiate? Which students receive differentiated instruction in Tier 1?

C. Scoring Criterion: Tier 1 is delivered with fidelity.

1. Is there a formal procedure for monitoring the teacher's delivery of Tier 1 **reading** instruction? If so, please describe this process.
 - a. **[Follow-up if needed]** How often is fidelity monitored?
 - b. **[Follow-up if needed]** Based on this information, is Tier 1 **reading** instruction consistently delivered as expected for most settings?
2. What about **math**? Is there a formal procedure for monitoring math instruction? How often is it monitored? Is Tier 1 instruction consistently delivered as expected for most settings?
3. What about for **SEB**? Is there a formal procedure for monitoring math instruction? How often is it monitored? Is Tier 1 instruction consistently delivered as expected for most settings?

TIER 1: INTEGRATION (SCORING WORKSHEET 1.1, Q2–Q4)

Now, I'd like to hear about any ways in which your school **integrates**, or strategically combines, academic and SEB practices in Tier 1.

A. Scoring Criteria: Integrating and sustaining

1. How do teachers consider both **academic** and **SEB** needs when planning Tier 1 instruction?
 - *E.g., the teacher's academic instruction addresses SEB for all students; during the daily core math instruction, the teacher reviews the class behavioral expectations with all students; increasing opportunities to respond; peer-mediated instruction; use of social-emotional content (stories, books, and lessons) into academic instruction.*
2. **[If integrating]** How long has your school been integrating Tier 1 academic and SEB practices?
3. **[If integrated]** Is the expectation of integrating these practices documented in your school's policies and procedures? If so, please explain.
 - *E.g., Tier 1 fidelity checklist includes an item about whether the teacher's academic instruction addresses SEB for all students.*

TIER 2: READING, MATH, & SEB (SCORING WORKSHEET 1.2, Q1)

Now, I'd like to talk about **Tier 2** interventions. When I say **Tier 2**, I am referring to additional interventions and supports that are provided to small groups of students who need more targeted instruction.

A. Scoring Criterion: Tier 2 is evidence based.

1. What intervention or materials does your school use for Tier 2 **reading** intervention?
 - a. **[Follow-up if needed]** Who selected these interventions?
 - b. **[If not district selected]** Was there consideration of the intervention's research base in the selection process?
2. What about **math**? What Tier 2 interventions are used? Who selected these interventions? Was there consideration of the intervention's research base in the selection process?
3. What about **SEB**? What Tier 2 interventions are used? Who selected these interventions? Was there consideration of the intervention's research base in the selection process?

B. Scoring Criterion: Tier 2 is supplemental to Tier 1.

1. Is Tier 2 **reading** intervention provided in addition to Tier 1 reading instruction, or does Tier 2 **reading** intervention replace Tier 1 reading instruction?
 - a. **[Follow-up if needed]** During the day, when do students receive Tier 2 **reading** intervention?
2. What about for Tier 2 **math**? Is it provided in addition to Tier 1 instruction? When do students receive Tier 2 intervention?
3. What about for **SEB**? Is it provided in addition to Tier 1 instruction? When do students receive Tier 2 intervention?

C. Scoring Criterion: Tier 2 is delivered with fidelity to a targeted group of students.

1. Is there a formal procedure for monitoring the teacher delivery of Tier 2 **reading** interventions? If so, please describe this process.
 - a. **[Follow-up if needed]** How often is fidelity monitored?
 - b. **[Follow-up if needed]** Based on this information, are Tier 2 **reading** interventions consistently delivered as expected for most settings?
 - c. **[Follow-up if needed]** On average, what size are your school's Tier 2 **reading** intervention groups?
 - d. **[If intervention is computer based]** For computer-based Tier 2 **reading** interventions, is there a procedure in place for staff to review electronic completion data? If so, please describe this process.
2. What about for Tier 2 **math**? Is fidelity monitored? How often? Are these interventions consistently delivered as expected for most settings? What size are the intervention groups? For any computer-based interventions, is there a procedure in place for staff to review electronic completion data?
3. What about for **SEB**? Is fidelity monitored? How often? Are these interventions consistently delivered as expected for most settings? What size are the intervention groups? For any computer-based interventions, is there a procedure in place for staff to review electronic completion data?

TIER 2: INTEGRATION (SCORING WORKSHEET 1.2, Q2–Q4)

Now, I'd like to hear how your school may **integrate**, or strategically combine, Tier 2 academic and SEB instruction and intervention.

A. Scoring Criteria: Integrating and sustaining

1. For students with interrelated academic and behavior needs, how do Tier 2 supports include attention to both **academic** and **SEB** needs?
 - *E.g., a student receives an academic intervention during which the teacher also uses a function-based behavior support (e.g., help card, breaks); a teacher provides opportunities for a student to apply self-regulation strategies during an academic intervention.*

2. **[If integrating]** How long has your school been integrating Tier 2 academic and SEB practices?
3. **[If integrating]** Is the expectation of integrating these practices documented in your school's policies and procedures? If so, please explain.
 - *E.g., when the school purchases a new Tier 2 academic intervention, the form used to evaluate potential interventions includes whether the intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors, or whether the behavioral intervention considers academic components as part of the intervention.*

TIER 3: READING, MATH, & SEB (SCORING WORKSHEET 1.3, Q1)

Now, let's talk about **Tier 3**, which is intensive interventions and supports provided to individuals or very small groups of students with the most intensive needs.

A. Scoring Criterion: Tier 3 is evidence based.

1. What intervention or materials does your school use for Tier 3 **reading** intervention?
 - a. **[Follow-up if needed]** Who selected these interventions?
 - b. **[If not district selected]** Was there consideration of the intervention's research base in the selection process?
2. What about for Tier 3 **math**? What Tier 3 interventions are used? Who selected these interventions? Was there consideration of the intervention's research base in the selection process?
3. What about for **SEB**? What Tier 3 interventions are used? Who selected these interventions? Was there consideration of the intervention's research base in the selection process?

B. Scoring Criterion: Tier 3 is supplemental to Tier 1.

1. Is Tier 3 **reading** intervention provided in addition to Tier 1 reading instruction, or does Tier 3 **reading** intervention replace Tier 1 reading instruction?
 - a. **[Follow-up if needed]** During the day, when do students receive Tier 3 **reading** intervention?

2. What about for Tier 3 **math**? Is it provided in addition to Tier 1 instruction? When do students receive Tier 3?
3. What about for Tier 3 **SEB**? Is it provided in addition to Tier 1 instruction? When do students receive Tier 3?

C. Scoring Criterion: Tier 3 is delivered with fidelity to very small groups or individually.

1. Is there a formal procedure for monitoring the teacher delivery of Tier 3 **reading** interventions? If so, please describe this process.
 - a. **[Follow-up if needed]** How often is fidelity monitored?
 - b. **[Follow-up if needed]** Based on this information, are Tier 3 **reading** interventions consistently delivered as expected for most settings?
 - c. **[Follow-up if needed]** On average, what size are your school's Tier 3 **reading** intervention groups?
 - d. **[If intervention is computer based]** For computer-based Tier 3 **reading** interventions, is there a procedure in place for staff to review electronic completion data? If so, please describe this process.
2. What about for Tier 3 **math**? Is fidelity monitored? How often? Are these interventions consistently delivered as expected for most settings? What size are the groups? For computer-based interventions, is there a procedure in place for staff to review electronic completion data?
3. What about for **SEB**? Is fidelity monitored? How often? Are these interventions consistently delivered as expected for most settings? What size are the groups? For computer-based interventions, is there a procedure in place for staff to review electronic completion data?

TIER 3: INTEGRATION (SCORING WORKSHEET 1.3, Q2–Q4)

Now, I'd like to hear how your school may **integrate**, or strategically combine, Tier 3 academic and SEB intervention.

A. Scoring Criteria: Integrating and sustaining

1. For students with interrelated academic and behavior needs, how do Tier 3 supports include attention to both **academic** and **SEB** needs?
 - *E.g., school teams use a Functional Behavioral Assessment (FBA) to develop a Behavior Support Plan to provide academic intervention with function-based behavior supports; a student receives customized intensive academic instruction with a reinforcement system to increase on-task behavior.*
2. **[If integrating]** How long has your school been integrating Tier 3 academic and SEB practices?
3. **[If integrating]** Is the expectation of integrating these practices documented in your school's policies and procedures? If so, please explain.
 - *E.g., the Tier 3 academic intervention includes scripted praise for contextually appropriate behavior and correct academic responses.*

SECTION 4 DOMAIN 2. ASSESSMENT

Now, we'll discuss **assessment** practices at your school.

UNIVERSAL SCREENING: READING (SCORING WORKSHEET 2.1, Q1, and 3.1, Q1)

Let's begin by discussing **universal screening**, which is sometimes called benchmarking. Universal screening assessments are given to all students in a grade level or school a few times a year to identify students who likely need support beyond the core curriculum to meet expected outcomes. Note that these are not class-specific assessments nor in-curriculum tests or quizzes.

A. Scoring Criterion: Universal screening assessments are evidence based.

1. Does your school conduct universal screening in **reading**? If so, what tool is used?
 - a. **[Follow-up if needed]** Who selected this tool?
 - b. **[If not district selected]** Was there consideration of the tool's reliability and validity data in the selection process? If so, please explain.

B. Scoring Criterion: Universal screening assessments are administered to all students with fidelity.

1. Are all students screened in **reading**? If so, how frequently?

2. Are there procedures in place to ensure the tool’s administration guidelines are followed?
 - Administration guidelines e.g., administration frequency, timing, format, scoring procedures.

C. Scoring Criterion: Universal screening assessments are intended to identify students at risk for not meeting expected outcomes.

1. Does the universal screening tool indicate which students are at risk for not meeting expected outcomes in **reading**?
 - E.g., the tool’s scoring procedures include cut scores that can be used to group students by risk status.

UNIVERSAL SCREENING: MATH (SCORING WORKSHEET 2.1, Q1, and 3.1, Q1)

Now, I’d like to hear about universal screening practices used in **math**.

A. Scoring Criterion: Universal screening assessments are evidence based.

1. Does your school conduct universal screening in **math**? If so, what tool is used?
 - a. **[Follow-up if needed]** Who selected this tool?
 - b. **[If not district selected]** Was there consideration of the tool’s reliability and validity data in the selection process? If so, please explain.

B. Scoring Criterion: Universal screening assessments are administered to all students with fidelity.

1. Are all students screened in **math**? If so, how frequently?
2. Are there procedures in place to ensure the tool’s administration guidelines are followed?
 - Administration guidelines e.g., administration frequency, timing, format, scoring procedures.

C. Scoring Criterion: Universal screening assessments are intended to identify students at risk for not meeting expected outcomes.

1. Does the universal screening tool indicate which students are at risk for not meeting expected outcomes in **math**?
 - E.g., the tool’s scoring procedures include cut scores that can be used to group students by risk status.

UNIVERSAL SCREENING: SEB (SCORING WORKSHEET 2.1, Q1, and 3.1, Q1)

Next, I'd like to hear about universal screening practices in **SEB**.

A. Scoring Criterion: Universal screening assessments are evidence based.

1. Does your school conduct universal screening in **SEB**? If so, what tool is used?
 - a. **[Follow-up if needed]** Who selected this tool?
 - b. **[If not district selected]** Was there consideration of the tool's reliability and validity data in the selection process? If so, please explain.

B. Scoring Criterion: Universal screening assessments are administered to all students with fidelity.

1. Are all students screened in **SEB**? If so, how frequently?
2. Are there procedures in place to ensure the tool's administration guidelines are followed?
 - Administration guidelines e.g., administration frequency, timing, format, scoring procedures.

C. Scoring Criterion: Universal screening assessments are intended to identify students at risk for not meeting expected outcomes.

1. Does the universal screening tool indicate which students are at risk for not meeting expected outcomes in **SEB**?
 - E.g., the tool's scoring procedures include cut scores that can be used to group students by risk status.
2. **[If office discipline referral (ODR) data are used for screening]** Has the school defined minor and major disciplinary issues?
3. **[If ODR data are used for screening]** Does the school have a storage system in place for ODR data?

UNIVERSAL SCREENING: INTEGRATION (SCORING WORKSHEET 2.1, Q2–Q4)

Now, let's consider how universal screening practices across academics and SEB are *integrated*.

A. Scoring Criteria: Integrating and sustaining

1. Can all relevant staff access **academic** and **SEB** screening data at the same time or within the same database?
 - *Relevant staff e.g., those who need to use the data for decision making.*
2. **[If integrating]** How long have you been organizing screening data in this way?
3. **[If integrating]** Is the expectation of access to these data documented in your school's policies and procedures? If so, please explain.
 - *E.g., the school's I-MTSS handbook states that screening data should be stored in a way that allows all relevant staff to access academic and SEB data at the same time from either the same or different documents/databases.*

DIAGNOSTIC ASSESSMENT: READING (SCORING WORKSHEET 2.2 ,Q1)

Next, we'll discuss **diagnostic assessments**. These assessments are used to determine a student's specific needs and to inform the focus for intervention. First, let's discuss any diagnostic assessments your school uses in **reading**.

A. Scoring Criterion: Diagnostic assessment tools are aligned to student need and curriculum standards.

1. Does your school conduct diagnostic assessments in **reading**? If so, what tool is used? Was it selected or created in-district?
2. If your school uses multiple diagnostic **reading** assessments, how does your school decide which assessment to administer to an individual student?
 - *E.g., assessment matches the specific student skill or target behavior need.*

B. Scoring Criterion: Diagnostic assessment tools are administered with fidelity to an individual student or group of students.

1. For which students and under which circumstances do you conduct diagnostic assessments in **reading**?

2. Who administers the assessment?
3. Are there procedures in place to ensure the tool's administration guidelines are followed?
 - Administration guidelines e.g., administration frequency, timing, format, scoring procedures.

C. Scoring Criterion: Diagnostic assessment tools are intended to identify a specific skill or behavioral need.

1. Does this **reading** diagnostic assessment identify specific target skills?
 - E.g., the student has reading difficulty, and the diagnostic assessment is able to uncover whether the issue is fluency or phonics.

DIAGNOSTIC ASSESSMENT: MATH (SCORING WORKSHEET 2.3, Q1)

Now, I'll ask about **diagnostic assessments** in **math**.

A. Scoring Criterion: Diagnostic assessment tools are aligned to student need and curriculum standards.

1. Does your school conduct diagnostic assessments in **math**? If so, what tool is used? Was it selected or created in-district?
2. If your school uses multiple diagnostic **math** assessments, how does your school decide which assessment to administer?

B. Scoring Criterion: Diagnostic assessment tools are administered with fidelity to an individual student or group of students.

1. For which students and under which circumstances do you conduct diagnostic assessments in **math**?
2. Who administers the assessment?
3. Are there procedures in place to ensure the tool's administration guidelines are followed?
 - Administration guidelines e.g., administration frequency, timing, format, scoring procedures.

C. Scoring Criterion: Diagnostic assessment tools are intended to identify a specific skill or behavioral need.

1. Does this **math** diagnostic assessment identify specific skills?

DIAGNOSTIC ASSESSMENT: SEB (SCORING WORKSHEET 2.2, Q1)

Next, I'll ask about any **diagnostic assessments** your school uses in **SEB**.

A. Scoring Criterion: Diagnostic assessment tools are aligned to student need and curriculum standards.

1. Does your school conduct diagnostic assessments in **SEB**? If so, what tool is used? Was it selected or created in-district?
2. If your school uses multiple diagnostic **SEB** assessments, how does your school decide which assessment to administer?

B. Scoring Criterion: Diagnostic assessment tools are administered with fidelity to an individual student or group of students.

1. For which students and under which circumstances do you conduct diagnostic assessments in **SEB**?
2. Who administers the assessment? If a Functional Behavioral Assessment, or FBA, is used, is it administered by someone trained on the tool?
3. Are there procedures in place to ensure the tool's administration guidelines are followed?
 - Administration guidelines e.g., administration frequency, timing, format, scoring procedures.

C. Scoring Criterion: Diagnostic assessment tools are intended to identify a specific skill or behavioral need.

1. Does this **SEB** diagnostic assessment identify specific target skills?

DIAGNOSTIC ASSESSMENT: INTEGRATION (SCORING WORKSHEET 2.2, Q2–Q4)

Now, we'll consider ways that diagnostic assessments are **integrated**.

A. Scoring Criteria: Integrating and sustaining

1. Can all relevant staff access both **academic** and **SEB** diagnostic data at the same time or within the same database?
 - Relevant staff e.g., those who need to use the data for decision making.
2. **[If integrating]** How long have you been organizing data in this way?

3. **[If integrating]** Is the expectation of access to these data documented in your school’s policies and procedures? If so, please explain.
 - *E.g., a document or guidance about storing data in a way that allows all relevant staff to access both types of data at the same time from either the same or different documents/databases.*

PROGRESS MONITORING: READING (SCORING WORKSHEET 2.3, Q1)

Now, let’s discuss **progress monitoring** assessments. Progress monitoring refers to assessments used to track a student’s progress toward a goal when receiving a Tier 2 or Tier 3 intervention. Note that these are not class-specific assessments nor in-curriculum tests or quizzes.

We will begin with progress monitoring in **reading**.

A. Scoring Criterion: Progress monitoring assessments are evidence based.

1. Does your school conduct progress monitoring in **reading**? If so, what tool is used?
 - a. **[Follow-up if needed]** Who selected this tool?
 - b. **[If not district selected]** Was there consideration of the tool’s reliability and validity data in the selection process? If so, please explain.

B. Scoring Criterion: Progress monitoring assessments are administered on a frequent and regular basis with fidelity to a targeted group of students.

1. For which students and under which circumstances do you conduct progress monitoring in **reading**?
2. How frequently is the assessment administered to these students?
3. Are there procedures in place to ensure the tool’s administration guidelines are followed?
 - *Administration guidelines e.g., administration frequency, timing, format, scoring procedures.*

C. Scoring Criterion: Progress monitoring assessments are intended to track student progress toward an identified goal over short periods of time.

1. Is the progress monitoring tool used to track student progress toward an identified goal over short periods of time?
 - *E.g., tracking rate of improvement or responsiveness to the intervention; evaluating how effective an intervention is for a particular student.*

PROGRESS MONITORING: MATH (SCORING WORKSHEET 2.2, Q1)

Now, let's talk about **progress monitoring** in **math**.

A. Scoring Criterion: Progress monitoring assessments are evidence based.

1. Does your school conduct progress monitoring in **math**? If so, what tool is used?
 - a. **[Follow-up if needed]** Who selected this tool?
 - b. **[If not district selected]** Was there consideration of the tool's reliability and validity data in the selection process? If so, please explain.

B. Scoring Criterion: Progress monitoring assessments are administered on a frequent and regular basis with fidelity to a targeted group of students.

1. For which students and under which circumstances do you conduct progress monitoring in **math**?
2. How frequently is the assessment administered to these students?
3. Are there procedures in place to ensure the tool's administration guidelines are followed?
 - Administration guidelines e.g., administration frequency, timing, format, scoring procedures.

C. Scoring Criterion: Progress monitoring assessments are intended to track student progress toward an identified goal over short periods of time.

1. Is the progress monitoring tool used to track student progress toward an identified goal over short periods of time?
 - E.g., tracking rate of improvement or responsiveness to the intervention; evaluating how effective an intervention is for a particular student.

PROGRESS MONITORING: SEB (SCORING WORKSHEET 2.3, Q1)

Now let's talk about **progress monitoring** in **SEB**.

A. Scoring Criterion: Progress monitoring assessments are evidence based.

1. Does your school conduct progress monitoring in **SEB**? If so, what tool is used?
 - a. **[Follow-up if needed]** Who selected this tool?
 - b. **[If not district selected]** Was there consideration of the tool's reliability and validity data in the selection process? If so, please explain.

B. Scoring Criterion: Progress monitoring assessments are administered on a frequent and regular basis with fidelity to a targeted group of students.

1. For which students and under which circumstances do you conduct progress monitoring in **SEB**?
2. How frequently is the assessment administered to these students?
3. Are there procedures in place to ensure the tool's administration guidelines are followed?
 - Administration guidelines e.g., administration frequency, timing, format, scoring procedures.

C. Scoring Criterion: Progress monitoring assessments are intended to track student progress toward an identified goal over short periods of time.

1. Is the progress monitoring tool used to track student progress toward an identified goal over short periods of time?
 - E.g., tracking rate of improvement or responsiveness to the intervention; evaluating how effective an intervention is for a particular student.
2. **[If Check-In/Check-Out is being used as progress monitoring tool]** Is Check-In/Check-Out progress monitoring data kept separately from the point sheet the student sees?

PROGRESS MONITORING: INTEGRATION (SCORING WORKSHEET 2.3, Q2–Q4)

Finally, let's discuss ways your progress monitoring practices are *integrated*.

A. Scoring Criteria: Integrating and sustaining

1. Can all relevant staff access both **academic** and **SEB** progress monitoring data at the same time or within the same database?
 - *Relevant staff e.g., those who need to use the data for decision making.*
2. **[If integrating]** How long have you been organizing screening data in this way?
3. **[If integrating]** Is the expectation of access to these data documented in your school's policies and procedures? If so, please explain.
 - *E.g., a document or guidance about storing data in a way that allows all relevant staff to access both types of data at the same time.*

SECTION 5

DOMAIN 3. DATA-BASED DECISION MAKING (DBDM)

Our next section is **Data-Based Decision Making**, or **DBDM**. In this section I will ask about the processes your school has in place to make decisions with Tier 1, Tier 2, and Tier 3 data.

UNIVERSAL DBDM: READING, MATH, & SEB (SCORING WORKSHEET 3.1, Q1)

First, I'd like to hear about the DBDM processes used with screening data. We refer to this process as **universal DBDM**.

A. Scoring Criterion: Universal DBDM identifies students in need of Tier 2 or Tier 3 support or intervention.

1. Does your school use a DMDB process with **reading** screening data?
 - a. **[If yes]** What decisions are made, or what is the outcome of this process?
 - *E.g., to identify students in need of support beyond the core reading curriculum.*
2. What about **math**? What decisions are made, or what is the outcome of this process?
3. For **SEB**? What decisions are made, or what is the outcome of this process?

B. Scoring Criterion: Universal DBDM involves educators with all relevant areas of expertise.

1. What people or teams review **reading** screening data? For **math**? For **SEB**?

C. Scoring Criterion: Universal DBDM involves review of validated universal screening data.

1. What **reading** screening data are reviewed, and how often?
2. What about **math**? What data are reviewed? How often?
3. For **SEB**? What data are reviewed? How often?

D. Scoring Criterion: Universal DBDM involves review of student language and cultural backgrounds and special education status.

1. How are language proficiency data used with **reading** screening data to make decisions?
2. How is information about special education status used with **reading** screening data?
3. How is information about students' cultural backgrounds used with **reading** screening data?
 - ▶ *E.g., knowledge or insight staff have about children's religious preferences, living situation, or other aspects of the child's cultural identity.*
4. How are **each** of those data sources used with **math** screening data? (*Data sources: language proficiency data, special education status, students' cultural backgrounds.*)
5. For **SEB**? (*Data sources: language proficiency data, special education status, students' cultural backgrounds.*)

E. Scoring Criterion: Universal DBDM involves consistent application of decision rules based on the data.

1. Does your school apply data decision rules on **reading** screening data to determine if a student receives an intervention? If so, please describe the decision rules.
 - ▶ *E.g., teams use the cut scores provided by the universal assessment, along with scoring criteria from classroom data, to determine if a student should receive an intervention.*
 - a. **[Follow-up if needed]** Are these rules used consistently by most teams and grade levels that engage in universal DBDM in **reading**? If so, please explain.

2. What about **math**? What decision rules are used to determine if a student receives an intervention? Are these rules used consistently by most teams and grade levels that engage in universal DBDM?
3. What about **SEB**? What decision rules are used to determine if a student receives an intervention? Are these rules used consistently by most teams and grade levels that engage in universal DBDM?

F. Scoring Criterion: Universal DBDM involves communication between staff and caregivers.

1. How do teams responsible for universal DBDM in **reading** communicate with the rest of the staff, and vice versa?
2. How do caregivers communicate to the teams involved in the universal DBDM process for **reading**, and vice versa?
 - ▶ *E.g., caregivers are informed of their child's screening results and what that means for that child's daily instruction.*
3. Are the same communication processes noted above for reading also used when communicating about **math** screening data?
4. What about communication processes for **SEB** screening data?

UNIVERSAL DBDM: INTEGRATION (SCORING WORKSHEET 3.1, Q2–Q4)

A. Scoring Criteria: Integrating and sustaining

1. Are **academic** and **SEB** screening data used together in your universal DBDM process?
 - ▶ *E.g., the grade-level data team reviews fall student screening data for academics and SEB, then uses the building data decision rules to identify students who need additional support and plan the focus for instruction and intervention.*
2. **[If integrating]** How long has your school been integrating academic and SEB data in universal DBDM?
3. **[If integrating]** Is the expectation of integrating these practices documented in your school's policies and procedures? If so, please explain.
 - ▶ *E.g., the building data decision rules include rules on using academic and behavior data together.*

TARGETED DBDM: READING, MATH, & SEB (SCORING WORKSHEET 3.2, Q1)

Next, I'd like to hear about the DBDM processes used with Tier 2 data, which we refer to as **Targeted DBDM**. Tier 2 data include diagnostic and progress monitoring data as well as any other data used to match students to Tier 2 interventions and monitor their progress.

A. Scoring Criterion: Targeted DBDM matches Tier 2 interventions to students' specific learning/behavioral needs and monitors students' response to intervention.

1. Does your school use a DBDM process with Tier 2 **reading** diagnostic and progress monitoring data?
 - a. **[If yes]** What decisions are made or what is the outcome of this process?
 - *E.g., to identify interventions that are matched to students' specific learning/behavioral needs; to monitor students' response to the intervention.*
2. What about for Tier 2 **math**? Does your school use a DBDM process with Tier 2 diagnostic and progress monitoring data? What decisions are made, or what is the outcome of this process?
3. What about for **SEB**? What decisions are made, or what is the outcome of this process?

B. Scoring Criterion: Targeted DBDM involves educators with all relevant areas of expertise.

1. What people or team reviews Tier 2 **reading** data? **Math** data? **SEB** data?

C. Scoring Criterion: Targeted DBDM involves review of Tier 2 diagnostic and progress monitoring data.

1. What Tier 2 **reading** data does this team review, and how often are data reviewed?
2. What about Tier 2 **math** data? What data are reviewed, and how often?
3. For Tier 2 **SEB** data? What data are reviewed, and how often?

D. Scoring Criterion: Targeted DBDM involves review of student language and cultural backgrounds and special education status.

1. How are language proficiency data used with Tier 2 **reading** diagnostic and progress monitoring data to make decisions?

2. How is information about special education status used with Tier 2 **reading** diagnostic and progress monitoring data?
3. How is information about students' cultural backgrounds used with Tier 2 **reading** diagnostic and progress monitoring data?
 - *E.g., knowledge or insight staff have about children's religious preferences, living situation, or other aspects of the child's cultural identity.*
4. How are each of those data sources used with Tier 2 **math** diagnostic and progress monitoring data? (*Data sources: language proficiency data, special education status, students' cultural backgrounds.*)
5. What about for **SEB** data? (*Data sources: language proficiency data, special education status, students' cultural backgrounds.*)

E. Scoring Criterion: Targeted DBDM involves consistent application of decision rules based on the data.

1. Does your school apply data decision rules on Tier 2 **reading** diagnostic and progress monitoring data to select and monitor Tier 2 interventions and supports? If so, please describe the decision rules.
 - *E.g., when progress monitoring data show a student has 6 points of data in a downward trend line, a change in the intervention is needed.*
 - a. Are these rules used consistently by most teams and grade levels that engage in targeted DBDM in **reading**? If so, please explain.
2. What about **math**? Does your school use data decision rules on Tier 2 math diagnostic and progress monitoring data to select and monitor Tier 2 interventions? Are these rules used consistently by most teams and grade levels that engage in targeted DBDM?
3. What about for **SEB**? Does your school use data decision rules on Tier 2 SEB diagnostic and progress monitoring data to select and monitor Tier 2 interventions? Are these rules used consistently by most teams and grade levels that engage in targeted DBDM?

F. Scoring Criterion: Targeted DBDM involves communication between staff and caregivers.

1. How do teams responsible for targeted DBDM in **reading** communicate with the rest of the staff, and vice versa?
2. How do caregivers communicate to the teams involved in the targeted DBDM process for **reading**, and vice versa?
 - *E.g., caregivers are informed of their child's diagnostic results and progress monitoring data and what that means for the child's daily instruction.*
3. What about for **math**? How do teams communicate with staff? Staff to teams? Teams to parents? Parents to teams?
4. For **SEB**? How do teams communicate with staff? Staff to teams? Teams to parents? Parents to teams?

TARGETED DBDM: INTEGRATION (SCORING WORKSHEET 3.2, Q2–Q4)

A. Scoring Criteria: Integrating and sustaining

1. Are both **academic** and **SEB** data considered when making decisions regarding Tier 2?
 - *E.g., academic and SEB data are reviewed to determine if/how SEB concerns are impacting academics, and vice versa.*
2. **[If integrating]** How long has your school been integrating academic and SEB data in targeted DBDM?
3. **[If integrating]** Is the expectation of integrating these practices documented in your school's policies and procedures? If so, please explain.
 - *E.g., the building data decision rules include rules on using academic and behavior data together; decision rules indicate when an academic intervention should incorporate behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors.*

INTENSIVE DBDM: READING, MATH, & SEB (SCORING WORKSHEET 3.3, Q1)

Now, I'd like to hear about the DBDM processes used with Tier 3 data, which we call **Intensive DBDM**. Tier 3 data include diagnostic and progress monitoring data as well as any other data used to match students in need of the most intensive level of support to Tier 3 interventions and monitor their progress.

A. Scoring Criterion: Intensive DBDM is used to select and adapt Tier 3 interventions and monitor students' response to intervention.

1. Does your school use a DBDM process with Tier 3 **reading** diagnostic and progress monitoring data?
 - a. **[If yes]** What decisions are made, or what is the outcome of this process?
 - *E.g., to identify interventions that are matched to students' specific learning/behavioral needs; to monitor students' response to the intervention.*
2. What about for Tier 3 **math**? Does your school use a DBDM process with Tier 3 diagnostic and progress monitoring data? What decisions are made, or what is the outcome of this process?
3. For **SEB**? What decisions are made, or what is the outcome of this process?

B. Scoring Criterion: Intensive DBDM involves educators with all relevant areas of expertise.

1. What people or team reviews Tier 3 **reading** data? What about for Tier 3 **math** data? For Tier 3 **SEB** data?

C. Scoring Criterion: Intensive DBDM involves review of Tier 3 diagnostic and progress monitoring data.

1. What Tier 3 **reading** data does this team review, and how often are these data reviewed?
2. What about for Tier 3 **math** data? What data are reviewed, and how often?
3. For Tier 3 **SEB** data? What data are reviewed, and how often?

D. Scoring Criterion: Intensive DBDM involves review of student language and cultural backgrounds and special education status.

1. How are language proficiency data used with Tier 3 **reading** diagnostic and progress monitoring data to make decisions?
2. How is information about special education status used with Tier 3 **reading** diagnostic and progress monitoring data?
3. How is information about students' cultural backgrounds used with Tier 3 **reading** diagnostic and progress monitoring data?
 - *E.g., knowledge or insight staff have about children's religious preferences, living situation, or other aspects of the child's cultural identity.*
4. How are each of those data sources used with Tier 3 **math** diagnostic and progress monitoring data? (*Data sources: language proficiency data, special education status, students' cultural backgrounds.*)
5. For Tier 3 **SEB** data? (*Data sources: language proficiency data, special education status, students' cultural backgrounds.*)

E. Scoring Criterion: Intensive DBDM involves consistent application of decision rules based on the data.

1. Does your school apply data decision rules on Tier 3 **reading** diagnostic and progress monitoring data to select and monitor Tier 3 interventions and supports? If so, please describe the decision rules.
 - *E.g., when students fail to make expected progress after two consecutive Tier 3 intervention cycles, gather appropriate data and adapt the intervention.*
 - a. **[Follow-up if needed]** Are these rules used consistently by most teams and grade levels that engage in intensive DBDM in **reading**? If so, please explain.
2. What about for **math**? Does your school apply data decision rules on Tier 3 math diagnostic and progress monitoring data to select and monitor Tier 3 interventions and supports? Are these rules used consistently by most teams and grade levels involved in intensive DBDM?
3. What about for **SEB**? Does your school apply data decision rules on Tier 3 SEB diagnostic and progress monitoring data to select and monitor Tier 3 interventions and supports? Are these rules used consistently by most teams and grade levels involved in intensive DBDM?

F. Scoring Criterion: Intensive DBDM involves communication between staff and caregivers.

1. How do teams responsible for intensive DBDM in **reading** communicate with the rest of the staff, and vice versa?
2. How do caregivers communicate to the teams involved in the intensive DBDM process for **reading**, and vice versa?
 - *E.g., caregivers are informed of their child's diagnostic results and progress monitoring data and what that means for the child's daily instruction.*
3. Are the same communication processes noted above for reading also used when communicating about **math** diagnostic and progress monitoring data?
4. For **SEB**? How do teams communicate with staff? Staff to teams? Teams to parents? Parents to teams?

INTENSIVE DBDM: INTEGRATION (SCORING WORKSHEET 3.3, Q2–Q4)

A. Scoring Criteria: Integrating and sustaining

1. Are both **academic** and **SEB** data considered when making decisions regarding Tier 3?
 - *E.g., academic and SEB data are reviewed to determine if/how SEB concerns are impacting academics, and vice versa.*
2. **[If integrating]** How long has your school been integrating academic and SEB data in intensive DBDM?
3. **[If integrating]** Is the expectation of integrating these practices documented in your school's policies and procedures? If so, please explain.
 - *E.g., the building data decision rules include rules on using academic and behavior data together; decision rules indicate when an academic intervention should incorporate behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors.*

CONTINUOUS IMPROVEMENT: READING, MATH, & SEB (SCORING WORKSHEET 3.4, Q1)

Now, I'm going to ask about **continuous improvement**, the process used to monitor the effectiveness of I-MTSS at the school level.

A. Scoring Criterion: Continuous improvement uses data to enhance I-MTSS.

1. In what ways are school-level **reading** data used to assess areas of strength, identify areas for growth, and plan for further improvements to I-MTSS implementation?
2. How are the **reading** subgroup data used to identify disparities that might exist in the identification, placement, and discipline of students?
 - *Subgroup data e.g., gender, race, disability status, or language proficiency data.*
3. What about **math** data? How are school-level data used to assess strengths, identify areas for growth, and plan for improvement? How are subgroup data used to identify disparities?
4. For **SEB** data? How are school-level data used to assess strengths, identify areas for growth, and plan for improvement? How are subgroup data used to identify disparities?

B. Scoring Criterion: Continuous improvement involves an administrator with decision-making authority.

1. Are there specific people or teams involved in evaluating and monitoring **reading** I-MTSS at the school level?
 - a. **[Follow-up if needed]** Is there an administrator who has decision-making authority involved in this process or on this team?
2. What about for **math**? Who evaluates school-level I-MTSS? Is an administrator involved?
3. For **SEB**? Who evaluates school-level I-MTSS? Is an administrator involved?

C. Scoring Criterion: Continuous improvement involves review of school-level I-MTSS data.

1. Are student **reading** data, in aggregate/at the school level, reviewed in this process?
2. Does the team look at data by grade level, tier, and subgroup? If so, please explain.

3. Are staff or implementation data, such as fidelity or training data, reviewed in this process?
4. Are student data and staff or implementation data reviewed together in this process?
5. What about for **math**? Are aggregate student data reviewed? Are these data compiled by grade level, tier, and subgroup? Are implementation data reviewed? Are student and implementation data reviewed together?
6. For **SEB**? Are aggregate student data reviewed? Are these data compiled by grade level, tier, and subgroup? Are implementation data reviewed? Are student and implementation data reviewed together?

D. Scoring Criterion: Continuous improvement occurs at least annually.

1. How often does the person/team review the schoolwide **reading** data? What about for **math** data? **SEB** data?

E. Scoring Criterion: Continuous improvement involves communication between the school and community.

1. How do staff communicate I-MTSS implementation concerns regarding **reading** to the people/team involved in reviewing schoolwide **reading** data?
2. How do the people/team who review schoolwide **reading** data communicate I-MTSS implementation decisions back to relevant staff?
3. How do the people/team involved in schoolwide review of I-MTSS implementation communicate information about **reading** to stakeholders outside of the school, such as families and/or the school board?
4. Is there a way for stakeholders outside of the school to communicate about **reading** to the people/team involved in schoolwide review of I-MTSS implementation?
5. Is this process the same for **math**? How do staff communicate with the team, and vice versa? How does the team communicate with families and/or the school board, and vice versa?
6. For **SEB**? How do staff communicate with the team, and vice versa? How does the team communicate with families and/or the school board, and vice versa?

CONTINUOUS IMPROVEMENT: INTEGRATION (SCORING WORKSHEET 3.4, Q2–Q4)

Next, I'd like to hear about ways in which your continuous improvement processes are ***integrated***.

A. Scoring Criteria: Integrating and sustaining

1. When reviewing the effectiveness of your school's I-MTSS processes, are **reading**, **math**, and **SEB** data evaluated separately or together? If together, please explain.
 - *E.g., the I-MTSS leadership team reviews academic and SEB fidelity and outcome data at the school level and discusses if any changes are needed to support integrated implementation or increase student outcomes.*
2. **[If integrated]** How long have these processes for evaluating I-MTSS data been integrated in this way?
3. **[If integrated]** Is the expectation of integrating these practices documented in your school's policies and procedures? If so, please explain.
 - *E.g., the continuous improvement process uses a root cause analysis form that includes fields for both academic and SEB causes.*

SECTION 6 DOMAIN 4. INFRASTRUCTURE

This is our final section. We are going to discuss how the infrastructure of the school supports I-MTSS implementation. Let's start with ***district leadership***.

DISTRICT LEADERSHIP: READING, MATH, & SEB (SCORING WORKSHEET 4.1, Q1–Q3)

A. Scoring Criterion: District leaders are actively involved in I-MTSS implementation.

1. How are district leaders involved in I-MTSS implementation in **reading**?
 - a. **[Follow up if needed]** Does at least one district leader attend district and/or school I-MTSS meetings regularly?
 - b. **[Follow up if needed]** Does at least one district leader know what is happening with I-MTSS implementation at the district and/or school level?
2. What about in **math**? How are leaders involved? Do they attend meetings?
3. For **SEB**? How are leaders involved? Do they attend meetings?

B. Scoring Criterion: District leaders guide I-MTSS implementation.

1. What, if any, guidance is provided by district leaders about implementing I-MTSS in **reading?** **Math?** **SEB?**
 - *E.g., there is a district leader who monitors I-MTSS implementation within the district and responds to school requests for assistance.*
- a. **[Follow up if needed]** How does this guidance help with I-MTSS implementation, if at all?

C. Scoring Criterion: District leaders promote a shared vision of I-MTSS.

1. How do district leaders promote a shared vision of I-MTSS?
2. Do you know if there is a mission/vision statement that includes the purpose of I-MTSS at the district level? If so, please share that mission/vision statement.
 - a. **[If yes]** Does it include **reading**, **math**, and **SEB**?

D. Scoring Criteria: Proficient and advanced

1. How long have district leaders supported the implementation of I-MTSS?
2. In what ways, if any, are district policies and procedures related to I-MTSS documented?
 - *E.g., the district has developed an I-MTSS handbook; the district website explains why I-MTSS is needed; parents receive a letter every year explaining what I-MTSS is and how it impacts students; the district website contains information on the need for I-MTSS; district strategic plans lay out how I-MTSS will be used in schools to improve student outcomes.*

SCHOOL LEADERSHIP: READING, MATH, & SEB (SCORING WORKSHEET 4.2, Q1–Q3)

Next, we will discuss **school leadership**.

A. Scoring Criterion: The principal/assistant principal is actively involved in I-MTSS implementation.

1. How is the principal/assistant principal involved in I-MTSS implementation in **reading**?
 - a. **[Follow up if needed]** Does the principal/assistant principal attend school I-MTSS meetings regularly?
 - b. **[Follow up if needed]** Does the principal/assistant principal know what is happening with I-MTSS implementation at the school?

2. What about in **math**? How is the principal/assistant principal involved, and do they attend I-MTSS meetings?
3. In **SEB**? How is the principal/assistant principal involved, and do they attend I-MTSS meetings?

B. Scoring Criterion: The principal/assistant principal guides I-MTSS implementation.

1. What, if any, guidance is provided by the principal/assistant principal on implementing I-MTSS in **reading**? In **math**? In **SEB**?
 - a. **[Follow up if needed]** How does this guidance help with I-MTSS implementation, if at all?

C. Scoring Criterion: The principal/assistant principal promotes a shared vision of I-MTSS.

1. Does your school have a mission/vision statement related to I-MTSS?
 - a. **[If yes]** What is that mission/vision statement, and does it include **reading**, **math**, and **SEB**?

D. Scoring Criteria: Proficient and advanced

1. How long has the principal/assistant principal supported the implementation of I-MTSS?
2. In what ways, if any, are school policies and procedures related to I-MTSS implementation documented?
 - a. *E.g., a staff I-MTSS handbook; an assessment calendar with a screening and progress monitoring schedule; a letter is sent to caregivers explaining what I-MTSS is and how it impacts students.*

SCHOOLWIDE CULTURE: READING, MATH, & SEB (SCORING WORKSHEET 4.3, Q1–Q3)

Now, let's move on to **schoolwide culture**.

A. Scoring Criterion: At least 80% of staff support I-MTSS.

1. Approximately what percentage of the school's staff are committed to supporting implementation of I-MTSS in **reading**? What about in **math**? In **SEB**?

B. Scoring Criterion: There is alignment across I-MTSS and related school initiatives.

1. Does I-MTSS in **reading** align with the overall way all students are educated?
 - a. *E.g., I-MTSS is not a separate framework from other school efforts related to I-MTSS areas.*

2. What about in **math**? In **SEB**?

C. Scoring Criteria: Proficient and advanced

1. For how long has I-MTSS been a part of the overall school culture?
2. Is the expectation of schoolwide support for and commitment to I-MTSS documented in your school's policies and procedures? If so, please explain.
 - *E.g., the school uses an annual I-MTSS buy-in survey to assess staff support.*

PROFESSIONAL LEARNING: READING, MATH, & SEB (SCORING WORKSHEET 4.4, Q1–Q3)

Finally, I will ask you about **professional learning** opportunities.

A. Scoring Criterion: Professional learning is aligned to staff needs.

1. What I-MTSS-related professional learning opportunities does the school or district provide related to **reading**?
2. To what extent are topics of I-MTSS-related professional learning opportunities aligned with staff needs in **reading**?
 - *E.g., Tier 1 training is offered if Tier 1 is identified by a staff survey or walk-through as an area of need.*
3. What about in **math**? What opportunities are provided? To what extent are the opportunities aligned with staff need?
4. In **SEB**? What opportunities are provided? To what extent are the opportunities aligned with staff need?

B. Scoring Criterion: Professional learning is rated high quality.

1. How are professional learning opportunities in **reading** evaluated for quality?
2. Do you consider the professional learning opportunities for **reading** to be of high quality?
3. Is this the same for **math**? Are opportunities rated? Are they of high quality?
4. In **SEB**? Are opportunities rated? Are they of high quality?

C. Scoring Criterion: Professional learning is ongoing.

1. In what ways do professional learning opportunities for **reading** include ongoing support?
 - *E.g., coaching is not sporadic; trainings are not “one and done.”*
2. What about **math**? For **SEB**?

D. Scoring Criteria: Proficient and advanced

1. How long have professional learning opportunities supported I-MTSS?
2. In what ways are I-MTSS professional learning opportunities documented in school policies and procedures?
 - *E.g., a professional learning plan includes sample surveys that can be used to evaluate various opportunities; training and coaching data are routinely reviewed for strengths and areas of improvement.*

**SECTION 7
CLOSING**

3. Before we close, is there anything else about your school’s I-MTSS implementation you’d like to share or any final questions I can answer?

Thank you for your time today!

IMFR Scoring Worksheet

The Scoring Worksheet provides step-by-step procedures and guidance for generating IMFR ratings. The completed worksheet will be provided to schools along with the IMFR Planning Guide.

How to Use the IMFR Scoring Worksheet

Instruction and Intervention, Assessment, and DBDM Domains

Step 1: Complete Question 1 (Criteria by Area Table) and the rating checkpoint.

- For Question 1, use the scoring guidance to determine if the criteria have or have not been met in reading, math, and/or SEB. All scoring guidance must be in place to mark “yes.”
- Determine if reading, math, and/or SEB are fully implemented.
- Complete the rating checkpoint and move to Step 2 if relevant. If not relevant, mark the final item rating.

Step 2: Complete Question 2 and the next rating checkpoint.

- For Question 2, mark “yes” if the practices are integrated in either reading and SEB or math and SEB. Mark “no” if the practices are not integrated.
- Complete the rating checkpoint and move to Step 3 if relevant. If not relevant, mark the final item rating.

Step 3: Complete Question 3, Question 4, and the next rating checkpoint, and identify the item rating.

- For Question 3, mark “yes” if the practices have been integrated for at least 2 years. Mark “no” if the practices have not been integrated for at least 2 years.
- For Question 4, mark “yes” if the integration is documented in policies and procedures. Mark “no” if the integration is not documented in policies and procedures.
- Complete the rating checkpoint.
- Mark the final item rating.
- Repeat the scoring process until all items have been scored.

Infrastructure Domain

Step 1: Complete Question 1 (Criteria by Area Table) and the rating checkpoint.

- For Question 1, use the scoring guidance to determine if the criteria have or have not been met in reading, math, and/or SEB. All scoring guidance must be in place to mark “yes.”
- Determine if reading, math, and/or SEB are fully implemented.
- Complete the rating checkpoint and move to Step 2 if relevant. If not relevant, mark the final item rating.

Step 2: Complete Question 2, Question 3, and the next rating checkpoint, and identify the item rating.

- Complete Question 2. Mark “yes” if full implementation has happened for at least 2 years. Mark “no” if full implementation has not happened for at least 2 years.
- Complete Question 3. Mark “yes” if implementation is documented in policies and procedures. Mark “no” if implementation is not documented in policies and procedures.
- Complete the rating checkpoint.
- Mark the final item rating.
- Repeat the scoring process until all items have been scored.

IMFR Scoring Worksheet

Domain 1. Instruction and Intervention

1.1 Tier 1

Tier 1 refers to the core curriculum and instructional practices delivered to all students.

Q1. Tier 1 Criteria by Area Table

	Reading	Math	SEB
<p>a. Tier 1 is evidence based.</p> <p><input checked="" type="checkbox"/> At least one Tier 1 curriculum/instructional practice is deemed evidence based by an external source or selected by the district.</p> <p style="padding-left: 20px;"><i>▶ External source e.g., EdReports, What Works Clearinghouse, Evidence for ESSA.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>b. Tier 1 is differentiated to address the needs of all learners.</p> <p><input checked="" type="checkbox"/> Educators use data to inform when and how to differentiate instruction.</p> <p style="padding-left: 20px;"><i>▶ E.g., universal screening data, unit assessments, Positive Behavioral Interventions and Supports (PBIS) data.</i></p> <p><input checked="" type="checkbox"/> Educators provide differentiated instruction.</p> <p style="padding-left: 20px;"><i>▶ Academic e.g., use of centers/stations, small-group instruction, varied assignments, self-leveling computer-based programs.</i></p> <p style="padding-left: 20px;"><i>▶ Social, Emotional, and Behavioral (SEB) areas e.g., reteaching expectations, behavior safe seat/cool-down corner, classwide group contingency system (token economy, Class-Wide Function-Related Intervention Teams).</i></p> <p><input checked="" type="checkbox"/> Differentiated instruction is provided for all students who need it, not just those with individualized education programs (IEPs) and/or behavior plans.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>c. Tier 1 is delivered with fidelity.</p> <p><input checked="" type="checkbox"/> Delivery of Tier 1 is monitored two to three times per year by principals, coaches, or other staff who conduct fidelity checks as part of walk-throughs or observations.</p> <p><input checked="" type="checkbox"/> The fidelity checks show that Tier 1 is consistently implemented as expected in most settings.</p> <p style="padding-left: 20px;"><i>▶ E.g., most teachers use the curriculum as it was intended to be used; most teachers have behavioral expectations posted.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Fully implemented.</p> <p><input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Beginning if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Exploring if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. Are Tier 1 academic (reading and/or math) and SEB curriculum and instructional practices integrated? Yes: Reading & SEB
 Yes: Math & SEB
 No

E.g., the teacher’s academic instruction addresses SEB for all students; during the daily core math instruction, the teacher reviews the class behavioral expectations with all students; increasing opportunities to respond; peer-mediated instruction; use of social-emotional content (stories, books, lessons) in academic instruction.

✓ Rating Checkpoint	
Rate Aligning if...	<input type="radio"/> Q2 is NO .
Go to Q3 if...	<input type="radio"/> Q2 is YES .

Q3. Has integration been happening for at least the last two years? Yes
 No

Q4. Is this integration documented in policies and procedures? Yes
 No

E.g., Tier 1 fidelity checklist includes item about whether the teacher’s academic instruction addresses SEB for all students.

✓ Rating Checkpoint	
Rate Integrating if...	<input type="radio"/> Q3 and/or Q4 are NO .
Rate Sustaining if...	<input type="radio"/> Q3 and Q4 are YES .

1.1 Tier 1 Rating				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

1.2 Tier 2

Tier 2 refers to interventions and supports that supplement the core curriculum and are provided to small groups of students who need more targeted instruction.

Q1. Tier 2 Criteria by Area Table

	Reading	Math	SEB
a. Tier 2 is evidence based. <input checked="" type="checkbox"/> At least one Tier 2 support is deemed evidence based by an external source or selected by the district. ► <i>External source e.g., What Works Clearinghouse, Evidence for ESSA, National Center on Intensive Intervention Tools Chart.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Tier 2 is supplemental to Tier 1. <input checked="" type="checkbox"/> Students are not missing Tier 1 instruction to receive Tier 2 support.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Tier 2 is delivered with fidelity to a targeted group of students. <input checked="" type="checkbox"/> Delivery of Tier 2 is monitored three to four times per year by principals, coaches, or other staff who conduct fidelity checks as part of walk-throughs, observations, or self-checks. <input checked="" type="checkbox"/> The fidelity checks show that Tier 2 interventions or supports are consistently implemented as expected for most settings. ► <i>E.g., most teachers deliver interventions or supports as they are intended to be used.</i> <input checked="" type="checkbox"/> Tier 2 is provided to a select group of students (not the full class) in a smaller group setting. <input checked="" type="checkbox"/> If Tier 2 is a computer program, students' completion of assignments is monitored by staff who check completion records within the program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Beginning if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Exploring if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. For students with interrelated academic and behavior needs, do Tier 2 supports include attention to both academic and SEB needs?

E.g., a student receives an academic intervention during which the teacher also uses a function-based behavior support (e.g., help card, breaks); a teacher provides opportunities for a student to apply self-regulation strategies during an academic intervention.

- Yes: Reading & SEB
 Yes: Math & SEB
 No

✓ Rating Checkpoint

Rate **Aligning** if... Q2 is **NO**.

Go to Q3 if... Q2 is **YES**.

Q3. Has integration been happening for at least the last two years? Yes

No

Q4. Is this integration documented in policies and procedures? Yes

E.g., when the school purchases a new Tier 2 academic intervention, the form used to evaluate potential interventions includes whether the intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors, or whether a behavioral intervention considers academic components as part of the intervention.

No

✓ Rating Checkpoint

Rate **Integrating** if... Q3 and/or Q4 are **NO**.

Rate **Sustaining** if... Q3 and Q4 are **YES**.

1.2 Tier 2 Rating				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

1.3 Tier 3

Tier 3 refers to intensive interventions and supports that supplement the core curriculum and are provided to individuals or very small groups of students with the most intensive needs.

Q1. Tier 3 Criteria by Area Table

	Reading	Math	SEB
a. Tier 3 is evidence based. <input checked="" type="checkbox"/> At least one Tier 3 intensive intervention is deemed evidence based by an external source or selected by the district. ► <i>External source e.g., What Works Clearinghouse, Evidence for ESSA, National Center on Intensive Intervention Tools Chart.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Tier 3 is supplemental to Tier 1. <input checked="" type="checkbox"/> Students are not missing Tier 1 instruction to receive Tier 3 support.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Tier 3 is delivered with fidelity in very small groups or individually. <input checked="" type="checkbox"/> Delivery of Tier 3 is monitored at least quarterly by principals, coaches, or other staff who conduct fidelity checks as part of walk-throughs, observations, or self-checks. <input checked="" type="checkbox"/> The fidelity checks show that Tier 3 interventions or supports are consistently implemented as expected for most settings. ► <i>E.g., most teachers deliver interventions or supports as they are intended to be used.</i> <input checked="" type="checkbox"/> Intensive interventions are delivered to an individual student or to multiple students in very small groups (no more than five students). <input checked="" type="checkbox"/> If Tier 3 is a computer program, students' completion of assignments is monitored by staff who check completion records within the program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Beginning if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Exploring if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. For students with interrelated academic and behavior needs, do Tier 3 supports include attention to both academic and SEB needs?

E.g., school teams use a functional behavior assessment (FBA) to develop a behavior support plan to provide academic intervention with function-based behavior supports; a student receives customized intensive academic instruction with a reinforcement system to increase on-task behavior.

- Yes: Reading & SEB
- Yes: Math & SEB
- No

✓ Rating Checkpoint	
Rate Aligning if...	<input type="radio"/> Q2 is NO .
Go to Q3 if...	<input type="radio"/> Q2 is YES .

Q3. Has integration been happening for at least the last two years?

- Yes
- No

Q4. Is this integration documented in policies and procedures?

E.g., the Tier 3 academic intervention includes scripted praise for contextually appropriate behavior and correct academic responses.

- Yes
- No

✓ Rating Checkpoint	
Rate Integrating if...	<input type="radio"/> Q3 and/or Q4 are NO .
Rate Sustaining if...	<input type="radio"/> Q3 and Q4 are YES .

1.3 Tier 3 Rating				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

Domain 2. Assessment

2.1 Universal Screening

Universal screening assessments are given to all students a few times a year to identify students who likely need support beyond the core curriculum to meet expected outcomes.

Q1. Universal Screening Criteria by Area Table

	Reading	Math	SEB
a. Universal screening assessments are evidence based. <input checked="" type="checkbox"/> At least one universal screening tool is deemed reliable and valid by an external source or selected by the district. ▶ <i>External source e.g., National Center on Intensive Intervention Tools Chart.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Universal screening assessments are administered to all students with fidelity. <input checked="" type="checkbox"/> Screener is given to all students, including those receiving Tier 2 or Tier 3 interventions. <input checked="" type="checkbox"/> Screening tool is used in accordance with the tool’s administration guidelines. ▶ <i>E.g., administration frequency, timing, format, scoring procedures.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Universal screening assessments are intended to identify students at risk for not meeting expected outcomes. <input checked="" type="checkbox"/> Purpose of tool is to predict whether students will meet expected outcomes. ▶ <i>E.g., the tool’s scoring procedures include cut scores that can be used to group students into risk status.</i> <input checked="" type="checkbox"/> If using office discipline referrals (ODRs) for SEB, the school must have definitions of what constitutes major and minor ODRs and must have a storage system in place for reviewing the ODR data.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> “Yes” is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Beginning if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Exploring if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. Can all relevant staff access both academic and SEB screening data at the same time?

*Relevant staff e.g., those who need to use the data for decision making.
E.g., academic and SEB screening data are accessed at the same time from either the same or different documents/databases.*

- Yes: Reading & SEB
- Yes: Math & SEB
- No

✓ Rating Checkpoint	
Rate Aligning if...	<input type="radio"/> Q2 is NO .
Go to Q3 if...	<input type="radio"/> Q2 is YES .

Q3. Has integration been happening for at least the last two years?

- Yes
- No

Q4. Is this integration documented in policies and procedures?

E.g., the school's I-MTSS handbook states that screening data should be stored in a way that allows all relevant staff to access academic and SEB data at the same time from either the same or different documents/databases.

- Yes
- No

✓ Rating Checkpoint	
Rate Integrating if...	<input type="radio"/> Q3 and/or Q4 are NO .
Rate Sustaining if...	<input type="radio"/> Q3 and Q4 are YES .

2.1 Universal Screening Rating				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

2.2 Diagnostic Assessment

Diagnostic assessments are used to determine a student's specific need(s) and to inform the focus for intervention.

Q1. Diagnostic Assessment Criteria by Area Table

	Reading	Math	SEB
a. Diagnostic assessment tools are aligned with student need and curriculum standards. <input checked="" type="checkbox"/> Tool may be selected or created in-district to align with curriculum standards. <input checked="" type="checkbox"/> Assessment matches the specific student skill or target behavior need.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Diagnostic assessment tools are administered with fidelity to an individual student or group of students. <input checked="" type="checkbox"/> Usually given to a select group of students but could be administered to a whole class if that is the assessment design. ▶ <i>E.g., computerized screener that also generates a per-student diagnostic report.</i> <input checked="" type="checkbox"/> If FBA is used for SEB, it must be administered by someone trained in the assessment tool. <input checked="" type="checkbox"/> Diagnostic tool is used in accordance with the tool's administration guidelines. ▶ <i>E.g., administration frequency, timing, format, scoring procedures.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Diagnostic assessment tools are intended to identify a specific skill or behavioral need. <input checked="" type="checkbox"/> Purpose of tool is to identify specific areas of student need. ▶ <i>E.g., the student has reading difficulty, and the diagnostic assessment is able to uncover whether the issue is fluency or phonics.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Beginning if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Exploring if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. Can all relevant staff access both academic and SEB diagnostic data at the same time?

Relevant staff e.g., those who need to use the data for decision making.

E.g., academic and SEB diagnostic data are accessed at the same time from either the same or different documents/databases.

- Yes: Reading & SEB
 Yes: Math & SEB
 No

✓ Rating Checkpoint

Rate **Aligning** if... ○ Q2 is **NO**.

Go to Q3 if... ○ Q2 is **YES**.

- Q3. Has integration been happening for at least the last two years?** Yes
 No
- Q4. Is this integration documented in policies and procedures?** Yes
E.g., a document or guidance about storing data in a way that allows all relevant staff to No
access both types of data at the same time from either the same or different
documents/databases.

✓ Rating Checkpoint

Rate **Integrating** if... ○ Q3 and/or Q4 are **NO**.

Rate **Sustaining** if... ○ Q3 and Q4 are **YES**.

2.2 Diagnostic Assessment Rating				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

2.3 Progress Monitoring

Progress monitoring assessments are used to track a student’s progress toward a goal when receiving an intervention.

Q1. Progress Monitoring Criteria by Area Table

	Reading	Math	SEB
a. Progress monitoring assessments are evidence based. <input checked="" type="checkbox"/> At least one progress monitoring tool is deemed reliable, valid, and sensitive to change by an external source or selected by the district. ▶ <i>External source e.g., National Center on Intensive Intervention Tools Chart.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Progress monitoring assessments are administered on a frequent and regular basis with fidelity to students receiving the intervention. <input checked="" type="checkbox"/> Progress monitoring tool is used in accordance with the tool’s administration guidelines. ▶ <i>E.g., administration frequency, timing, format, scoring procedures.</i> <input checked="" type="checkbox"/> Administered to students receiving the intervention (not typically the full class).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Progress monitoring assessments are intended to track student progress toward an identified goal over short periods of time. <input checked="" type="checkbox"/> Purpose of tool is to compare student performance toward an identified goal. ▶ <i>E.g., tracking rate of improvement or responsiveness to the intervention; evaluating how effective an intervention is for a particular student.</i> <input checked="" type="checkbox"/> Check-In/Check-Out is only considered progress monitoring when data are kept separately from the point sheet seen by the student. <input checked="" type="checkbox"/> In-program assessments are not considered progress monitoring.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> “Yes” is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Beginning if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Exploring if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

- Q2. Can all relevant staff access both academic and SEB progress monitoring data at the same time?** Yes: Reading & SEB
 Yes: Math & SEB
 No
- Relevant staff e.g., those who need to use the data for decision making.
 E.g., academic and SEB progress monitoring data are accessed at the same time from either the same or different documents/databases.*

✓ Rating Checkpoint

Rate **Aligning** if... Q2 is **NO**.

Go to **Q3** if... Q2 is **YES**.

- Q3. Has integration been happening for at least the last two years?** Yes
 No
- Q4. Is this integration documented in policies and procedures?** Yes
 No
- E.g., document or guidance about storing data in a way that allows all relevant staff to access both types of data at the same time.*

✓ Rating Checkpoint

Rate **Integrating** if... Q3 and/or Q4 are **NO**.

Rate **Sustaining** if... Q3 and Q4 are **YES**.

2.3 Progress Monitoring Rating				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

Domain 3. Data-Based Decision Making (DBDM)

3.1 Universal DBDM

Universal DBDM uses screening data and other student-level data to determine students who are not adequately responding to Tier 1.

Q1. Universal DBDM Criteria by Area Table

	Reading	Math	SEB
a. Universal DBDM identifies students in need of Tier 2 or Tier 3 support or intervention. <input checked="" type="checkbox"/> The purpose and outcome of the universal DBDM process is the identification of students in need of support beyond the core curriculum.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Universal DBDM involves educators with all relevant areas of expertise. <input checked="" type="checkbox"/> Involves educators who collectively have knowledge of each area of their tiered system ► <i>E.g., if the tiered system includes behavior, there is at least one educator with behavioral expertise involved.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Universal DBDM involves review of validated universal screening data. <input checked="" type="checkbox"/> Involves review of student-level data resulting from a validated or district-selected screening assessment. <input checked="" type="checkbox"/> Universal DBDM occurs each time screening data are collected (i.e., three times/year for reading and math; at least once a year for SEB).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Universal DBDM involves review of student language and cultural backgrounds and special education status. <input checked="" type="checkbox"/> Involves review of student language proficiency status. <input checked="" type="checkbox"/> Involves review of student special education status. <input checked="" type="checkbox"/> Involves review of student cultural background.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Universal DBDM involves consistent application of decision rules based on the data. <input checked="" type="checkbox"/> Clearly articulated rules state how to use screening data and other student-level data for decision making. ► <i>E.g., teams use the cut scores provided by the universal assessment, along with scoring criteria from classroom data, to determine if a student should receive an intervention.</i> <input checked="" type="checkbox"/> These rules are used across most teams/grade levels.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. Universal DBDM involves communication between staff and caregivers. <input checked="" type="checkbox"/> There is ongoing communication between the universal DBDM team and relevant staff. <input checked="" type="checkbox"/> There is communication between the universal DBDM team and relevant caregivers. ► <i>E.g., caregivers are informed of their child's screening results and what they mean for the child's daily instruction.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Beginning if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Exploring if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. Does the universal DBDM process include both academic and SEB screening data to identify students who need additional supports or interventions?

E.g., the grade-level data team reviews fall student screening data for academics and SEB, then uses the building data decision rules to identify students who need additional supports and plan the focus for instruction and intervention.

- Yes: Reading & SEB
 Yes: Math & SEB
 No

✓ Rating Checkpoint	
Rate Aligning if...	<input type="radio"/> Q2 is NO .
Go to Q3 if...	<input type="radio"/> Q2 is YES .

Q3. Has integration been happening for at least the last two years?

- Yes
 No

Q4. Is this integration documented in policies and procedures?

E.g., the building data decision rules include rules on using academic and behavior data together.

- Yes
 No

✓ Rating Checkpoint	
Rate Integrating if...	<input type="radio"/> Q3 and/or Q4 are NO .
Rate Sustaining if...	<input type="radio"/> Q3 and Q4 are YES .

3.1 Universal DBDM Process Rating				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

3.2 Targeted DBDM

Targeted DBDM uses diagnostic, progress monitoring, and other student-level data to make decisions about Tier 2 support and intervention and monitor student progress.

Q1. Targeted DBDM Criteria by Area Table

	Reading	Math	SEB
<p>a. Targeted DBDM matches Tier 2 interventions to students' specific learning/behavioral needs and monitors students' response to intervention.</p> <p><input checked="" type="checkbox"/> The first purpose and outcome of the targeted DBDM process is to identify interventions that are matched to students' specific learning/behavioral needs.</p> <p><input checked="" type="checkbox"/> The second purpose is to monitor students' response to the intervention.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>b. Targeted DBDM involves educators with all relevant areas of expertise.</p> <p><input checked="" type="checkbox"/> Involves educators who collectively have knowledge of each area of their tiered system.</p> <p>▶ <i>E.g., if the tiered system includes behavior, there is at least one educator with behavioral expertise involved.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>c. Targeted DBDM involves review of Tier 2 diagnostic and progress monitoring data.</p> <p><input checked="" type="checkbox"/> Includes review of student-level Tier 2 diagnostic data and progress monitoring data.</p> <p><input checked="" type="checkbox"/> Targeted DBDM occurs at least monthly.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>d. Targeted DBDM involves review of student language and cultural backgrounds and special education status.</p> <p><input checked="" type="checkbox"/> Involves review of student language proficiency status.</p> <p><input checked="" type="checkbox"/> Involves review of student special education status.</p> <p><input checked="" type="checkbox"/> Involves review of student cultural background.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>e. Targeted DBDM involves consistent application of decision rules based on the data.</p> <p><input checked="" type="checkbox"/> Clearly articulated rules state how to use Tier 2 diagnostic data, progress monitoring data, and other student-level data for decision making.</p> <p>▶ <i>E.g., when progress monitoring data show a student has 6 points of data in a downward trend line, a change in intervention is needed.</i></p> <p><input checked="" type="checkbox"/> These rules are used across most teams/grade levels.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>f. Targeted DBDM involves communication between staff and caregivers.</p> <p><input checked="" type="checkbox"/> There is ongoing communication between the targeted DBDM team and relevant staff.</p> <p><input checked="" type="checkbox"/> There is communication between the targeted DBDM team and relevant caregivers.</p> <p>▶ <i>E.g., caregivers are informed of their child's diagnostic results and progress monitoring data, and what they mean for the child's instruction.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

3.3 Intensive DBDM

Intensive DBDM uses diagnostic, progress monitoring, and other student-level data to select and adapt Tier 3 interventions and monitor student progress.

Q1. Intensive DBDM Criteria by Area Table

	Reading	Math	SEB
<p>a. Intensive DBDM is used to select and adapt Tier 3 interventions and monitor students’ response to intervention.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The first purpose and outcome of the intensive DBDM process is to identify and/or adapt interventions that are matched to students’ specific learning/behavioral needs. <input checked="" type="checkbox"/> The second purpose is to monitor students’ response to the intervention. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>b. Intensive DBDM involves educators with all relevant areas of expertise.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Involves educators who collectively have knowledge of each area of their tiered system. <ul style="list-style-type: none"> ▶ <i>E.g., if the tiered system includes behavior, there is at least one educator with behavioral expertise involved.</i> 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>c. Intensive DBDM involves review of Tier 3 diagnostic and progress monitoring data.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Includes review of student-level Tier 3 diagnostic data and progress monitoring data. <input checked="" type="checkbox"/> Intensive DBDM occurs at least twice a month. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>d. Intensive DBDM involves review of student language and cultural backgrounds and special education status.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Involves review of student language proficiency status. <input checked="" type="checkbox"/> Involves review of student special education status. <input checked="" type="checkbox"/> Involves review of student cultural background. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>e. Intensive DBDM involves consistent application of decision rules based on the data.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Clearly articulated rules state how to use Tier 3 diagnostic data, progress monitoring data, and other student-level data for decision making. <ul style="list-style-type: none"> ▶ <i>E.g., when students fail to make expected progress after two consecutive Tier 3 intervention cycles, gather appropriate data and adapt the intervention.</i> <input checked="" type="checkbox"/> These rules are used across most teams/grade levels. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>f. Intensive DBDM involves communication between staff and caregivers.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> There is ongoing communication between the intensive DBDM team and relevant staff. <input checked="" type="checkbox"/> There is communication between the intensive DBDM team and relevant caregivers. <ul style="list-style-type: none"> ▶ <i>E.g., caregivers are informed child’s diagnostic results and progress monitoring data, and what they mean for the child’s instruction.</i> 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Fully implemented.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> “Yes” is selected for all criteria in the column above. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Beginning if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Exploring if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. Does the intensive DBDM process use both academic and SEB data to identify and adapt interventions and monitor progress? Yes: Reading & SEB
 Yes: Math & SEB
 No

E.g., the team compares academic and SEB data for each student to determine if/how SEB concerns are impacting academics, and vice versa.

✓ Rating Checkpoint	
Rate Aligning if...	<input type="radio"/> Q2 is NO .
Go to Q3 if...	<input type="radio"/> Q2 is YES .

Q3. Has integration been happening for at least the last two years? Yes
 No

Q4. Is this integration documented in policies and procedures? Yes
 No

E.g., the building data decision rules include rules on using academic and behavior data together; decision rules indicate when an academic intervention should incorporate behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors.

✓ Rating Checkpoint	
Rate Integrating if...	<input type="radio"/> Q3 and/or Q4 are NO .
Rate Sustaining if...	<input type="radio"/> Q3 and Q4 are YES .

3.3 Intensive 3 DBDM Process Rating				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

3.4 Continuous Improvement

Continuous improvement uses school-level data to monitor and improve the effectiveness of I-MTSS.

Q1. Continuous Improvement Criteria by Area Table

	Reading	Math	SEB
a. Continuous improvement uses data to enhance I-MTSS. <input checked="" type="checkbox"/> Data are used to assess areas of strength and areas of growth, and then to create a plan for further improvement. <input checked="" type="checkbox"/> Subgroup data are used to identify any disproportionality for special education identification or disproportionality in discipline patterns. ➤ <i>E.g., by gender, race, disability status, or language proficiency.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Continuous improvement involves an administrator with decision-making authority. <input checked="" type="checkbox"/> The principal, assistant principal, or someone with the authority to make decisions related to I-MTSS implementation is involved in the continuous improvement process.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Continuous improvement involves review of school-level I-MTSS data. <input checked="" type="checkbox"/> Review of student data in aggregate (i.e., not at the level of the individual) in conjunction with review of staff and/or implementation data. ▶ <i>Student data e.g., screening, progress monitoring.</i> ▶ <i>Implementation data e.g., fidelity, training data.</i> <input checked="" type="checkbox"/> Data are reviewed at grade, tier, and at least one subgroup level. ▶ <i>E.g., English learners (ELs), students with disabilities, ELs with disabilities, socioeconomic status.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Continuous improvement occurs at least annually. <input checked="" type="checkbox"/> Process happens at least annually.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Continuous improvement involves communication between the school and community. <input checked="" type="checkbox"/> There is communication about the school’s I-MTSS implementation between the continuous improvement team and relevant staff. <input checked="" type="checkbox"/> There is communication about the school’s I-MTSS implementation between the continuous improvement team and the community. ➤ <i>Community e.g., families and school board.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> “Yes” is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint

Rate **Beginning** if... **Reading, math, and SEB** are **NOT** fully implemented.

Rate **Exploring** if... Only **reading, math, OR SEB** is fully implemented.
 Reading and math are fully implemented.

Go to **Q2** if... **SEB and reading** are fully implemented.
 SEB and math are fully implemented.

Q2. Does the continuous improvement process look at both schoolwide academic and SEB data when making decisions about the effectiveness of the integrated system?

- Yes: Reading & SEB
- Yes: Math & SEB
- No

E.g., the I-MTSS leadership team reviews academic and SEB fidelity and outcome data at the school level, and discusses if any changes are needed to support integrated implementation or increase student outcomes.

✓ Rating Checkpoint	
Rate Aligning if...	<input type="radio"/> Q2 is NO .
Go to Q3 if...	<input type="radio"/> Q2 is YES .

Q3. Has integration been happening for at least the last two years?

- Yes
- No

Q4. Is this integration documented in policies and procedures?

- Yes
- No

E.g., the continuous improvement process uses a root cause analysis form that includes fields for both academic and SEB causes.

✓ Rating Checkpoint	
Rate Integrating if...	<input type="radio"/> Q3 and/or Q4 are NO .
Rate Sustaining if...	<input type="radio"/> Q3 and Q4 are YES .

3.4 Continuous Improvement				
<input type="checkbox"/> Beginning	<input type="checkbox"/> Exploring	<input type="checkbox"/> Aligning	<input type="checkbox"/> Integrating	<input type="checkbox"/> Sustaining

Domain 4. Infrastructure

4.1 District Leadership

District leaders support and prioritize I-MTSS.

Q1. District Leadership Criteria by Area Table

	Reading	Math	SEB
a. District leaders are actively involved in I-MTSS implementation. <input checked="" type="checkbox"/> At least one district leader regularly attends district and/or school I-MTSS meetings. <input checked="" type="checkbox"/> At least one district leader knows what is happening with I-MTSS implementation at the district and/or school level.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. District leaders guide I-MTSS implementation. <input checked="" type="checkbox"/> At least one district leader provides guidance to schools to help them understand how I-MTSS works within the school or district. ► <i>E.g., there is a district leader who monitors I-MTSS implementation within the district and responds to school requests for assistance.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. District leaders promote a shared vision of I-MTSS. <input checked="" type="checkbox"/> At least one district leader easily articulates or provides a written statement of the purpose of I-MTSS in the district.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Initial if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Developing if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. Has full implementation been happening for at least the last two years? Yes

No

Q3. Is full implementation documented in district policies and procedures? Yes

E.g., the district has developed an I-MTSS handbook; parents receive a letter explaining I-MTSS and how it impacts students; the district website contains information on I-MTSS; district strategic plans include how I-MTSS will be used to improve student outcomes. No

✓ Rating Checkpoint	
Rate Proficient if...	<input type="radio"/> Q2 and/or Q3 are NO .
Rate Advanced if...	<input type="radio"/> Q2 and Q3 are YES .

4.1 District Leadership Rating			
<input type="checkbox"/> Initial	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced

4.2 School Leadership

The principal/assistant principal supports and prioritizes I-MTSS.

Q1. School Leadership Criteria by Area Table

	Reading	Math	SEB
a. The principal/assistant principal is actively involved in I-MTSS implementation. <input checked="" type="checkbox"/> The principal/assistant principal regularly attends school-level I-MTSS meetings. <input checked="" type="checkbox"/> The principal/assistant principal knows what is happening with school-level I-MTSS implementation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. The principal/assistant principal guides I-MTSS implementation. <input checked="" type="checkbox"/> The principal/assistant principal provides guidance to staff to help them understand how I-MTSS works at the school level. <ul style="list-style-type: none"> ▶ <i>E.g., how to teach SEB skills in academic and nonacademic settings; how to ensure all students receive the supports they need in their daily schedule; how to conduct DBDM meetings.</i> ▶ <i>Could be district-developed guidance shared by a school leader.</i> 	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. The principal/assistant principal promotes a shared vision of I-MTSS. <input checked="" type="checkbox"/> The principal/assistant principal easily articulates or provides a written statement of the purpose of I-MTSS at the school.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint

- | | |
|------------------------------|---|
| Rate Initial if... | <input type="radio"/> Reading, math, and SEB are NOT fully implemented. |
| Rate Developing if... | <input type="radio"/> Only reading, math, OR SEB is fully implemented.
<input type="radio"/> Reading and math are fully implemented. |
| Go to Q2 if... | <input type="radio"/> SEB and reading are fully implemented.
<input type="radio"/> SEB and math are fully implemented. |

Q2. Has full implementation been happening for at least the last two years?

Yes

No

Q3. Is full implementation documented in school policies and procedures?

Yes

E.g., staff I-MTSS handbook; letter to caregivers explaining what I-MTSS is and how it impacts students.

No

✓ Rating Checkpoint

- | | |
|------------------------------|--|
| Rate Proficient if... | <input type="radio"/> Q2 and/or Q3 are NO . |
| Rate Advanced if... | <input type="radio"/> Q2 and Q3 are YES . |

4.2 School Leadership Rating

<input type="checkbox"/> Initial	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
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4.3 Schoolwide Culture

There is a schoolwide culture of support for and **COMMITMENT** to I-MTSS.

Q1. Schoolwide Culture Criteria by Area Table

	Reading	Math	SEB
a. At least 80% of staff support I-MTSS. <input checked="" type="checkbox"/> There is widespread staff support for I-MTSS.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. There is alignment across I-MTSS and related school initiatives. <input checked="" type="checkbox"/> I-MTSS connects to the overall way all students are educated. ► <i>E.g., I-MTSS is not a separate framework from other school efforts related to I-MTSS areas.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint

- | | |
|------------------------------|---|
| Rate Initial if... | <input type="radio"/> Reading, math, and SEB are NOT fully implemented. |
| Rate Developing if... | <input type="radio"/> Only reading, math, OR SEB is fully implemented.
<input type="radio"/> Reading and math are fully implemented. |
| Go to Q2 if... | <input type="radio"/> SEB and reading are fully implemented.
<input type="radio"/> SEB and math are fully implemented. |

Q2. Has full implementation been happening for at least the last two years?

- Yes
 No

Q3. Is full implementation documented in school policies and procedures?

E.g., the school uses an annual I-MTSS buy-in survey to assess staff support.

- Yes
 No

✓ Rating Checkpoint

- | | |
|------------------------------|--|
| Rate Proficient if... | <input type="radio"/> Q2 and/or Q3 are NO . |
| Rate Advanced if... | <input type="radio"/> Q2 and Q3 are YES . |

4.3 Schoolwide Culture Rating

<input type="checkbox"/> Initial	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
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4.4 Professional Learning

Professional learning opportunities support I-MTSS.

Q1. Professional Learning Criteria by Area Table	Reading	Math	SEB
a. Professional learning is aligned to staff needs. <input checked="" type="checkbox"/> Topics covered in professional learning are based on staff needs. ▶ <i>E.g., Tier 1 training is offered if Tier 1 is identified by a staff survey or walk-through as an area of need.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Professional learning is rated high quality. <input checked="" type="checkbox"/> Professional learning opportunities are typically evaluated to determine whether they are effective. ▶ <i>Opportunities e.g., trainings, coaching, professional learning communities, lesson studies.</i> <input checked="" type="checkbox"/> Professional learning opportunities are generally found to be effective.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Professional learning is ongoing. <input checked="" type="checkbox"/> Professional learning opportunities occur as often as needed by staff. ▶ <i>E.g., coaching is not sporadic; trainings are not "one and done."</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Fully implemented. <input checked="" type="checkbox"/> "Yes" is selected for all criteria in the column above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Rating Checkpoint	
Rate Initial if...	<input type="radio"/> Reading, math, and SEB are NOT fully implemented.
Rate Developing if...	<input type="radio"/> Only reading, math, OR SEB is fully implemented. <input type="radio"/> Reading and math are fully implemented.
Go to Q2 if...	<input type="radio"/> SEB and reading are fully implemented. <input type="radio"/> SEB and math are fully implemented.

Q2. Has full implementation been happening for at least the last two years? Yes

No

Q3. Is full implementation documented in school policies and procedures?

Yes

E.g., a professional learning plan includes sample surveys that can be used to evaluate various professional learning opportunities; training and coaching data are routinely reviewed for strengths and areas of improvement.

No

✓ Rating Checkpoint	
Rate Proficient if...	<input type="radio"/> Q2 and/or Q3 are NO .
Rate Advanced if...	<input type="radio"/> Q2 and Q3 are YES .

4.4 Professional Learning Rating			
<input type="checkbox"/> Initial	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced

IMFR Planning Guide

The IMFR Planning Guide is used to summarize a school’s IMFR ratings. Schools can use the IMFR Score Report to understand their school’s current implementation of I-MTSS and help schools review and discuss IMFR ratings. In addition, this guide can help schools plan next steps to advance their implementation of I-MTSS.

How to Use the IMFR Planning Guide

After identifying IMFR ratings, update the IMFR Planning Guide by locating the parts that can be customized for the school. These customizable parts are highlighted in yellow. Then, provide the guide to the school, along with the completed Scoring Worksheet. Draw the school’s attention to that worksheet and the sections in the guide called “Ratings-At-A-Glance” and “IMFR Planning Guide.” Information from both sections and the scoring worksheet can be used to support the school’s efforts to improve I-MTSS implementation.

IMFR Planning Guide

SECTION 1 OVERVIEW

Purpose of the IMFR Planning Guide

The IMFR Planning Guide summarizes a school's IMFR ratings and contains guiding questions that schools can use to review and discuss IMFR ratings. In addition, this guide can help schools plan next steps and advance their implementation of I-MTSS.

IMFR Ratings

The IMFR provides 14 item-level ratings of I-MTSS. These items are organized into four domains, or big ideas of I-MTSS:

1. Instruction and Intervention
2. Assessment
3. Data-based Decision Making
4. Infrastructure

Items from the Instruction and Intervention, Assessment, and DBDM domains are rated on a five-point scale that reflects the degree to which at least one academic area (reading or math) and at least one type of SEB support are integrated. Items from the Infrastructure domain are rated on a four-point scale that reflects the degree to which an item *supports* integration. Section 2 presents the 14 IMFR items and your school's IMFR ratings.

SECTION 2 IMFR RATINGS AT-A-GLANCE

Summary of Administration

Teachers and administrators at [School Name] participated in a [face-to-face or virtual] interview on [Month Day, Year] with a [Name of Person Conducting the IMFR interview]. During this interview, team members answered questions related to topics on reading, math, and SEB based on I-MTSS implementation during the current school year.

Ratings At-A-Glance

Item	Beginning	Exploring	Aligning	Integrating	Sustaining
Domain 1. Instruction and Intervention					
1.1 Tier 1					
1.2 Tier 2					
1.3 Tier 3					
Domain 2. Assessment					
2.1 Universal Screening					
2.2 Diagnostic Assessment					
2.3 Progress Monitoring					
Domain 3. Data-based Decision Making					
3.1 Universal DBDM					
3.2 Targeted DBDM					
3.3 Intensive DBDM					
3.4 Continuous Improvement					

Item	Initial	Developing	Proficient	Advanced
Domain 4. Infrastructure				
4.1 District Leadership				
4.2 School Leadership				
4.3 Schoolwide Culture				
4.4 Professional Learning				

SECTION 3 IMFR PLANNING GUIDE



School, District:	
Date of Meeting:	
Team Members Present:	

Process for Using the IMFR Planning Guide

We recommend a five-step process for using the IMFR Planning Guide:

1. Gather a team.
2. Read and discuss the IMFR results.
3. Review needs.
4. Determine priorities, assess resources, and develop an action plan.
5. Communicate to stakeholders.

1. Gather a Team

Decisions about I-MTSS should involve the input of multiple stakeholders. When reviewing the IMFR ratings, gather a team of key administrators, teachers, and staff to review the information. This is likely the same team who completed the IMFR administration, but as long as all stakeholder perspectives are represented, you are not required to use the same group of individuals.

Before beginning, ask:

- What positions are represented at this meeting?
- Are there any stakeholder perspectives not represented that would be important to include in this Planning Meeting?

Notes:

2. Read and Discuss the IMFR Results

Once the team is established, each team member should read the IMFR Score Report and the IMFR Scoring Worksheet to understand the school's scores on the IMFR. Then, allow each team member the opportunity to discuss their reactions and thoughts.

Questions to consider:

- Do the ratings accurately capture how I-MTSS is implemented at the school? If not, what was not accurately captured?

Notes:

- What are two items the team is most proud of related to the school's implementation of I-MTSS?

Notes:

- Is there anything that stood out to you that you want to briefly point out to the team? (Remember, you will have an opportunity to reflect on individual areas of need in depth in the next section.)

Notes:

3. Review Needs

Review each of the Criteria Tables in the Scoring Worksheet. In the boxes below, list all the areas of need (the areas marked "no") for each construct.

Important Note: *There are many components involved in effective I-MTSS implementation, so do not be overwhelmed if there are more areas of growth than you expected. You should not expect to address all areas of growth at the same time. Rather, you will use the guiding questions in Step 4 to prioritize needs and create goals for your school.*

Questions to consider:

- What are the areas of need for each domain? You will prioritize these needs in Step 4. For now, just list all of the missing criteria for each domain below.

DOMAIN 1. INSTRUCTION & INTERVENTION

Criteria marked “no” for **Tier 1:**

Criteria marked “no” for **Tier 2:**

Criteria marked “no” for **Tier 3:**

DOMAIN 2. ASSESSMENT

Criteria marked “no” for **UNIVERSAL SCREENING:**

Criteria marked “no” for **DIAGNOSTIC ASSESSMENT:**

Criteria marked “no” for **PROGRESS MONITORING:**

DOMAIN 3. DATA-BASED DECISION MAKING (DBDM)

Criteria marked “no” for **UNIVERSAL DBDM**:

Criteria marked “no” for **TARGETED DBDM**:

Criteria marked “no” for **INTENSIVE DBDM**:

Criteria marked “no” for **CONTINUOUS IMPROVEMENT**:

DOMAIN 4. INFRASTRUCTURE

Criteria marked “no” for **DISTRICT LEADERSHIP**:

Criteria marked “no” for **SCHOOL LEADERSHIP**:

Criteria marked “no” for **SCHOOLWIDE CULTURE**:

Criteria marked “no” for **PROFESSIONAL LEARNING**:

4. Determine Priorities, Evaluate Resources, and Develop an Action Plan

It is not feasible to address all areas of need at one time. Use the following tables to identify two to three priorities. When identifying priorities, consider factors like feasibility, availability of resources, and alignment to the school’s overall mission and vision.

1st PRIORITIZED NEED	
Priority 1	[Write out the need that the team wants to prioritize.]
This need is a priority because...	
Is there a “quick fix” to address this need, or will this be a long-term process?	
What is a feasible timeline in which to address this need?	
How does this need align with the school’s I-MTSS mission and vision?	
Resources	
What resources are already available at the building or district level that would help meet this need?	
What additional resources are needed to meet this need, and how can they be obtained?	
Action Plan	
What is the first action step needed to address this need?	
What is a proposed timeline for this action step?	
Who will be responsible for or involved with addressing this need?	
Other considerations for addressing this need?	
When will the team check in on the progress of this action plan?	

2nd PRIORITIZED NEED**Priority 2**

[Write out the need that the team wants to prioritize.]

This need is a priority because...

Is there a “quick fix” to address this need, or will this be a long-term process?

What is a feasible timeline in which to address this need?

How does this need align with the school’s I-MTSS mission and vision?

Resources

What resources are already available at the building or district level that would help meet this need?

What additional resources are needed to meet this need, and how can they be obtained?

Action Plan

What is the first action step needed to address this need?

What is a proposed timeline for this action step?

Who will be responsible for or involved with addressing this need?

Other considerations for addressing this need?

When will the team check in on the progress of this action plan?

3rd PRIORITIZED NEED**Priority 3**

[Write out the need that the team wants to prioritize.]

This need is a priority because...

Is there a “quick fix” to address this need, or will this be a long-term process?

What is a feasible timeline in which to address this need?

How does this need align with the school’s I-MTSS mission and vision?

Resources

What resources are already available at the building or district level that would help meet this need?

What additional resources are needed to meet this need, and how can they be obtained?

Action Plan

What is the first action step needed to address this need?

What is a proposed timeline for this action step?

Who will be responsible for or involved with addressing this need?

Other considerations for addressing this need?

When will the team check in on the progress of this action plan?



5. Communicate to Stakeholders

To create a cohesive vision across the building, it is critical that staff know, understand, and support the implementation of I-MTSS. Clearly communicating progress and goals toward growth are an important part of gaining this support from stakeholders.

Questions to consider:

- Who should be made aware of these goals and the related action plans? How will this team communicate this information to these stakeholders?

Notes:

