ASA ABRI Screening Assessment

School:	School Source:	
Date Completed:	Person Completing:	Other:

READING

READING 1 Do you have a school wide team that	addresses MTSS in reading?	
Yes (2)	Partial (1)	
School-wide team	PLC or other team	No team (0)
2 How often does the team meet?		
Team meets 8 or more times per year (typically monthly) (2)	Team meets 4-7 times per year (1)	Team meets 3 or less times per year (0)
3. Do you have specific school-wide rea	ding goals? IF YES What are	they and when do you review them?
Have goals - review at each meeting (2)	Has goals but does not review goals at each meeting (1)	Does not have goals (0)
4 Do you have minutes from these MTSS reading team meetings?	Yes (1)	No (0)
5 Are reading data presented to the fac	ulty in a graph or visual format?	
Yes(2) School-wide team	Partial (1) PLC or other team	No (0)
6 How often does the MTSS team prese	nt school-wide reading data to the depart	•
Team presents data to full faculty 8 or more times per year. (2)	Team presents data to full faculty 4-7 times per year. (1)	Team presents data to full faculty 3 or fewer times per year. (0)
7 Has the full faculty met and agreed up occur? (Need to cite strategies or pro	oon specific reading strategies for impleme	entation? IF YES When did that last
· · · · · · · · · · · · · · · · · · ·	Partially - Strategies determined, but:	No
Yes Within the last year (2)	Not agreed upon by full faculty <i>OR</i> Not within the last year (1)	Strategies not determined or agreed upon by full faculty (0)
	plementation of plans for core reading ins	struction? IF YES How do you
monitor? (2) Yes List:		
(2) res List.		No evidence of measures and procedures to document fidelity of implementation (0)
9 Do you use a school-wide screener for	reading? IF YES What do you use?	
(2) Circle One: Map, Aims Web, Discovery Other:	y Ed (Think Link, PAS) DRA, GRADE, Dibels	No reading screener is identified (0)
10 How often is the universal reading so	creener administered?	
3 or more times per year (2)	1-2 times per year (1)	Not at all (0)
11 Are data from the universal reading instruction?	screener tied to core instruction? IF YES	Describe how it is tied to core
Yes Systematic -Data decisions described (2)	Partial Not systematic <i>OR</i> no data decisions (1)	No None <i>OR</i> descriptions too vague (0)
Tier II		

meetings scheduled – and it is a regu	et to review individual student reading ned ular timeframe?	eds? IF YES How often are these	
Yes At least quarterly (2)	Partial Teams not clearly defined <i>OR</i> Less than quarterly (1)	No evidence of meetings to review student reading needs (0)	
	nent for reading? IF YES What do you u	ise?	
(2) Yes List/describe: No evidence of Tier II diagnostic assessment for reading (0)			
14 How do you determine which studer	nts are administered the Tier II reading ass	essment?	
Administered to all students not meeting benchmark or established criteria (2)	No systematic answer as to whom the assessment is administered (1)	Not offered (0)	
15 Do students receive additional Tier II reading instruction?	Yes (2)	No (0)	
16 Which instructional strategies do you	use for Tier II reading? (Can you provi	de strategy names?)	
Names 2 or more strategies (2) List –	Names 1 strategy (1) List -	No strategies named (0)	
17 Are there specific goals for students	in writing for students receiving Tier II rea	ding interventions?	
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)	
18 Is progress monitoring done for stud	ents in Tier II reading? IF YES What do	you use?	
(2) Yes List:		No evidence of progress monitoring (0)	
Tier III			
	who need Tier III reading intervention? II	FYES What data and what criteria?	
Yes Name a measure and criteria (2)	Partial Name measure but no clear criteria (1)	No (0)	
20 What instructional strategies do you		de strategy names?)	
Names 2 or more strategies (2) List –	Names 1 strategy (1) List –	No strategies names (0)	
21 Among students receiving Tier III reading interventions, are there specific goals in writing?			
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)	
22 Is progress monitoring done for students in Tier III reading? IF YES How often?			
Every 1-2 weeks (2)	Every 3-6 weeks (1)	More than 6 weeks or never (0)	
MATHEMATICS			
1 Do you have a school wide team that			
Yes (2)	Partial (1)	No team (0)	
School-wide team	PLC or other team		
2 How often does the team meet?			
Team meets 8 or more times per year (typically monthly) (2)	Team meets 4-7 times per year (1)	Team meets 3 or less times per year (0)	
3. Do you have specific school-wide ma	thematics goals? IF YES What are	e they and when do you review them?	

more times per year (2) times per year (1) fewer times per year (0) 7 Has the full faculty met and agreed upon specific mathematics strategies for implementation? IF YES When did that last occur? Yes Within the last year (2) Not agreed upon by full faculty OR Not agreed upon by full faculty OR Strategies not determined or agree upon by full faculty (0) 8 Does an administrator monitor the implementation of plans for core mathematics instruction? IF YES How do you monitor? (2) Yes List: No evidence of measures and procedures to document fidelity of implementation (0) 9 Do you use a school-wide screener for mathematics? IF YES What do you use? (2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS) , Dibels, IReady, CERT, STAR Other: No mathematics screener identified 10 How often is the universal mathematics screener administered? 3 or more times per year (2) 1-2 times per year (1) Not at all (0) 11 How are data from the universal mathematics screener tied to core instruction? IF YES Describe how it is tied to core instruction? Yes Partial Not systematic OR no data decisions (1) None OR descriptions too vague (0) (2) 12 Do grade or content level teams meet to review individual student math needs? IF YES How often are these meetings scheduled – and is it a regular timeframe? Yes At least quarterly (2) Partial Teams not clearly defined OR Less than quarterly (1) 13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (2) Yes List/describe: (0) No evidence of Tier II diagnostic assessment? Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment? No offered (0) 14 How do you determine which students are administered the Tier II mathematics assessment? No offered (1) 15 Do students receive additional Tier II mathematics? (Can you provide strategy names?)			
MTSS mathematics team meetings? Yes (1) No (0)	Have goals - review at each meeting (2)		Does not have goals (0)
Second-wide team		Yes (1)	No (0)
School-wide team	_	ne faculty in a graph or visual format?	
How often does the MTSS team present school-wide or mathematics data to the school-wide or department faculty? Team presents data to full faculty are more times per year (2) Team presents data to full faculty 4-7 Team presents data for full fewer data from the data for an appear data for mathematics instruction? FYES When do vou determine which sudents determined or agree dupon by full faculty 3 Team presents data for full fewer data from the universal mathematics screener administered? Teyes Teye	Yes (2)	Partial (1)	No (0)
Team presents data to full faculty 8 or more times per year (2) 7 Has the full faculty met and agreed upon specific mathematics strategies for implementation? Yes Within the last year (2) 8 Does an administrator monitor the implementation of plans for core mathematics instruction? 9 Do you use a school-wide screener for mathematics? 18 Does an administrator monitor the implementation of plans for core mathematics instruction? 19 Do you use a school-wide screener for mathematics? 19 Do you use a school-wide screener for mathematics? 19 Do you use a school-wide screener for mathematics? 10 How often is the universal mathematics screener administered? 3 or more times per year (2) 11 How are data from the universal mathematics screener ted to core instruction? Yes Partial Yes Partial No wordence of measures and procedures to document fidelity of implementation (0) 10 How are data from the universal mathematics screener administered? Systematic -Data decisions described (2) 12 Do grade or content level teams meet to review individual student math needs? At least quarterly (2) 13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (2) Yes List: No widence of measures and procedures to document fidelity of implementation (0) None OR descriptions to o vague (0) 10 Log grade or content level teams meet to review individual student math needs? At least quarterly (2) 11 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (2) Yes List/describe: (3) No evidence of Tier II diagnostic assessment for mathematics? IF YES What do you use? (4) No evidence of Tier II diagnostic assessment for mathematics assessment? Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment? Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment? Administered to all students not meeting benchmark (2) No Wo does trategy names?			e school-wide or department faculty?
Yes Within the last year (2) 8 Does an administrator monitor the implementation of plans for core mathematics instruction? IF YES How do you monitor? (2) Yes List: **No evidence of measures and procedures to document fidelity of implementation (0) 9 Do you use a school-wide screener for mathematics? IF YES What do you use? (2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS), Dibels, IReady, CERT, STAR Other: **No mathematics screener administered?** 3 or more times per year (2) 10 How often is the universal mathematics screener administered? Yes Partial Yes Partial Yes Partial Yes Partial Yes At least quarterly (2) 13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (2) Yes List: **No evidence of measures and procedures to document fidelity of implementation (0) No mathematics screener identified No mathematics instruction? IF YES Describe how it is tied to core instruction? IF YES Describe how it is tied to core instruction? IF YES Describe how it is tied to core instruction? IF YES Describe how it is tied to core instruction? IF YES Describe how it is tied to core instruction? IF YES Describe how it is tied to core instruction? IF YES Describe how it is tied to core instruction? IF YES Describe how it is ti	Team presents data to full faculty 8 or	Team presents data to full faculty 4-7	Team presents data to full faculty 3 or
Partially - Strategies determined, but: Not agreed upon by full faculty OR Not within the last year (1) 8 Does an administrator monitor the implementation of plans for core mathematics instruction? IF YES How do you monitor? (2) Yes List: 9 Do you use a school-wide screener for mathematics? IF YES What do you use? (2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS), Dibels, IReady, CERT, STAR Other: 10 How often is the universal mathematics screener administered? 3 or more times per year (2) 1-2 times per year (1) No tat all (0) 11 How are data from the universal mathematics screener tied to core instruction? Yes Systematic -Data decisions described (2) 12 Do grade or content level teams meet to review individual student math needs? Yes At least quarterly (2) 13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (2) Yes List/describe: 14 How do you determine which students are administered the Tier II mathematics assessment? No (0) No (0) No (0)	•	oon specific mathematics strategies for imp	plementation? IF YES When did
Not within the last year (1) upon 0 you wonton? P	Yes	Not agreed upon by full faculty <i>OR</i>	Strategies not determined or agreed
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No evidence of measures and procedures to document fidelity of implementation (0) 9 Do you use a school-wide screener for mathematics? IF YES What do you use? (2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS), Dibels, IReady, CERT, STAR Other: No mathematics screener identified 10 How often is the universal mathematics screener administered? 3 or more times per year (2) 1-2 times per year (1) Not at all (0) 11 How are data from the universal mathematics screener tied to core instruction? Yes Systematic -Data decisions described (2) Not systematic OR no data decisions (1) No None OR descriptions too vague (0) (2) Partial Teams not clearly defined OR Less than quarterly (1) No evidence of meetings to review student reading needs (0) 13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (2) Yes List/describe: (3) No systematic -Data decisions described (4) No evidence of Tier II diagnostic assessment for mathematics? 14 How do you determine which students are administered the Tier II mathematics assessment? Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment is administered (1) No to offered (0) 15 Do students receive additional Tier II mathematics? (Can you provide strategy names?)		plementation of plans for core mathemat	ics instruction? IF YES How do you
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10 How often is the universal mathematics screener administered? 3 or more times per year (2) 1-2 times per year (1) Not at all (0) 11 How are data from the universal mathematics screener tied to core instruction? Yes Systematic -Data decisions described (2) 12 Do grade or content level teams meet to review individual student math needs? Yes At least quarterly (2) 13 Do you have a Tier II level of assessment for mathematics? IF YES List/describe: (2) Yes List/describe: (3) Yes List/describe: (4) No evidence of Tier II diagnostic assessment for mathematics assessment for mathematics 14 How do you determine which students are administered the Tier II mathematics assessment? Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment is administered (1) No flered (0) No (0) No (0)	9 Do you use a school-wide screener for	r mathematics? IF YES What do you	u use?
3 or more times per year (2) 1-2 times per year (1) 1-2 times per year (1) 1-3 times per year (1) 1-4 How are data from the universal mathematics screener tied to core instruction? Yes Yes Systematic -Data decisions described (2) Not systematic OR no data decisions (1) Yes At least quarterly (2) 1-2 Do grade or content level teams meet to review individual student math needs? Yes At least quarterly (2) 1-2 Do you have a Tier II level of assessment for mathematics? IF YES Teams not clearly defined OR Less than quarterly (1) 1-2 Less than quarterly (1) No evidence of meetings to review student reading needs (0) 1-3 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (0) No evidence of Tier II diagnostic assessment for mathematics assessment for mathematics assessment for mathematics assessment for mathematics assessment? Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment is administered (1) No toffered (0) No (0) No (0)		za (mink zim, 17.6) ja isels, meday,	No mathematics screener identified (0)
11 How are data from the universal mathematics screener tied to core instruction? Yes Systematic -Data decisions described (2) 12 Do grade or content level teams meet to review individual student math needs? At least quarterly (2) 13 Do you have a Tier II level of assessment for mathematics? 15 Yes Administered to all students not meeting benchmark (2) 16 Which instructional strategies do you use for Tier II mathematics? Yes At least quarterly (2) No evidence of meetings to review student reading needs (0) No evidence of Tier II diagnostic assessment for mathematics assessment? No systematic answer as to whom the assessment is administered (1) No folo No (0) No (0) No (0)		tics screener administered?	
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Yes At least quarterly (2) 13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (2) Yes List/describe: (0) No evidence of meetings to review student reading needs (0) 14 How do you determine which students are administered the Tier II mathematics assessment? Administered to all students not meeting benchmark (2) 15 Do students receive additional Tier II mathematics instruction? Yes (2) Yes (2) No (0) No (0) No (0) No (0)			No None <i>OR</i> descriptions too vague (0)
Yes At least quarterly (2) 13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? (2) Yes List/describe: (0) No evidence of meetings to review student reading needs (0) 14 How do you determine which students are administered the Tier II mathematics assessment for mathematics assessment? Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment is administered (1) No toffered (0) 15 Do students receive additional Tier II mathematics instruction? Yes (2) No (0) No evidence of meetings to review student reading needs (0) (0) No evidence of Tier II diagnostic assessment for mathematics assessment? Not offered (0)			s? IF YES How often are these
(2) Yes List/describe: 14 How do you determine which students are administered the Tier II mathematics assessment for mathematics Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment is administered (1) No students receive additional Tier II mathematics assessment? Yes (2) No (0) No evidence of Tier II diagnostic assessment? Not offered (0) No (0)	Yes	Partial Teams not clearly defined <i>OR</i>	No evidence of meetings to review student reading needs (0)
14 How do you determine which students are administered the Tier II mathematics assessment? Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment is administered (1) No toffered (0) 15 Do students receive additional Tier II mathematics instruction? Yes (2) No (0) No (0)	13 Do you have a Tier II level of assessn	nent for mathematics? IF YES What do	you use?
Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment is administered (1) No offered (0) No (0) No (0) No (0)	(2) Yes List/describe:		(0) No evidence of Tier II diagnostic assessment for mathematics
Administered to all students not meeting benchmark (2) No systematic answer as to whom the assessment is administered (1) No toffered (0) No (0) No (0) Which instructional strategies do you use for Tier II mathematics? (Can you provide strategy names?)	14 How do you determine which studer	nts are administered the Tier II mathemati	cs assessment?
15 Do students receive additional Tier II mathematics instruction? 16 Which instructional strategies do you use for Tier II mathematics? (Can you provide strategy names?)	Administered to all students not	No systematic answer as to whom the	
16 Which instructional strategies do you use for Tier II mathematics? (Can you provide strategy names?)			No (0)
		u use for Tier II mathematics? (Can vou	provide strategy names?)
Names 2 or more strategies (2) List – Names 1 strategy (1) List - No strategies named (0)	Names 2 or more strategies (2)	Names 1 strategy (1)	
17 Are there specific goals in writing for students receiving Tier II mathematics interventions?	17 Are there specific goals in writing for	I r students receiving Tier II mathematics int	terventions?

18 Is progress monitoring done for students in Tier II mathematics? IF YES What do you use? (2) Yes List: (1) No evidence of progress monitoring the state of progre	Yes Goals are in writing (2)	No goals (0)	Partial Goals mentioned but not in writing (1)	
(2) Yes List: (1) No evidence of progress monitori.	18 Is progress monitoring done for students in Tier II mathematics? IF YES What do you use?			
	(2) Yes List:	(1) No evidence of progress monitoring		
Tier III	Tier III			
		IENEC MILLE L.	1 17 111 11 11 11 2 15 1	
19 Do you use data to identify students who need Tier III math intervention? IF YES What data and what criteria?		IF YES What data and what criteria?		
Yes Partial No (0)	Yes	No (0)	Partial	
Name a measure and criteria (2) Name measure but no clear criterion (1)	Name a measure and criteria (2)	(1)	Name measure but no clear criterion (1)	
20 What instructional strategies do you use for Tier III mathematics? (Can you provide strategy names?)	20 What instructional strategies do you	ou provide strategy names?)	use for Tier III mathematics? (Can you	
Names 2 or more strategies (2) Names 1 strategy(1) No attrategies names (0)	Names 2 or more strategies (2)	No strategies remos (O)	Names 1 strategy(1)	
List – No strategies names (0)	List –	No strategies names (U)	List –	
21 Among students receiving Tier III mathematics interventions, are there specific goals in writing?				
Yes Partial N. J. (2)	Yes	N (0)	Partial	
Goals are in writing (2) Goals mentioned but not in writing (1) No goals (0)	Goals are in writing (2)) No goals (U)	Goals mentioned but not in writing (1)	
22 Is progress monitoring done for students in Tier III mathematics? IF YES How often?				
Every 1-2 weeks (2) Every 3-6 weeks (1) More than 6 weeks or never (0)	Every 1-2 weeks (2)	More than 6 weeks or never (0)	Every 3-6 weeks (1)	

Writing

Writing			
1 Do you have a school wide team that addresses MTSS in writing?			
Yes (2)	Partial (1)	No team (0)	
School-wide team	PLC or other team	ivo team (o)	
2 How often does the team meet?			
Team meets 8 or more times per year (typically monthly) (2)	Team meets 4-7 times per year (1)	Team meets 3 or less times per year (0)	
3. Do you have specific school-wide writing goals? IF YES What are they and when do you review them?			
Have goals - review at each meeting (2)	Has goals but does not review goals at each meeting (1)	Does not have goals (0)	
4 Do you have minutes from these MTSS writing team meetings?	Yes (1)	No (0)	
5 Are writing data presented to the fact	ulty in a graph or visual format?		
Yes (2)	Partial (1)	No (0)	
School-wide team	PLC or other team	140 (0)	
6 How often does the MTSS team prese	nt school-wide writing data to the school-	wide or department faculty?	
Team presents data to full faculty 8 or	Team presents data to full faculty 4-7	Team presents data to full faculty 3 or	
more times per year.	times per year.	fewer times per year.	
7 Has the full faculty met and agreed up occur?	oon specific writing strategies for impleme	ntation? IF YES When did that last	
Yes	Partially - Strategies determined, but:	No	
Within the last year (2)	Not agreed upon by full faculty <i>OR</i>	Strategies not determined or agreed	
within the last year (2)	Not within the last year (1)	upon by full faculty (0)	
8 Does an administrator monitor the implementation of plans for core writing instruction? IF YES How do you monitor?			
(2) Yes List:		No evidence of measures and procedures to document fidelity of implementation (0)	
9 Do you use a school-wide screener for writing? IF YES What do you use?			

(2) Circle One: Map, Aims Web, Discover Other:	y Ed (Think Link, PAS) DRA, GRADE, Dibels	No writing screener is identified (0)
10 How often is the universal writing so	I	
3 or more times per year (2)	1-2 times per year (1)	Not at all (0)
11 Are data from the universal writing sinstruction?	screener tied to core instruction? IF YES	Describe how it is tied to core
Yes Systematic -Data decisions described (2)	Partial Not systematic <i>OR</i> no data decisions (1)	No None <i>OR</i> descriptions too vague (0)
12 Do grade or content level teams mee meetings scheduled – and it is a regu	et to review individual student writing nee ular timeframe?	ds? IF YES How often are these
	Partial	No ordelesso of secondary
Yes	Teams not clearly defined OR	No evidence of meetings to review
At least quarterly (2)	Less than quarterly (1)	student reading needs (0)
Tier II		
13 Do you have a Tier II level of assessm	nent for writing? IF YES What do you u	se?
(2) Yes List/describe:		No evidence of Tier II diagnostic assessment for writing (0)
14 How do you determine which studer	nts are administered the Tier II writing ass	essment?
Administered to all students not	No systematic answer as to whom the	
meeting benchmark (2)	assessment is administered (1)	Not offered (0)
15 Do students receive additional Tier II writing instruction?	Yes (2)	No (0)
16 Which instructional strategies do yo	ı	le strategy names?)
Names 2 or more strategies (2) List –	Names 1 strategy (1) List -	No strategies named (0)
17 Are there specific written goals for s	tudents receiving Tier II writing intervention	ons?
Yes	Partial	
Goals are in writing (2)	Goals mentioned but not in writing (1)	No goals (0)
18 Is progress monitoring done for stud	lents in Tier II writing? IF YES What do y	ou use?
(2) Yes List:		No evidence of progress monitoring (0)
Tier III		
	who need Tier III writing intervention? IF	YES What data and what criteria?
Yes Name a measure and criteria (2)	Partial Name measure but no clear criteria (1)	No (0)
20 What instructional strategies do you	use for Tier III writing? (Can you provide	e strategy names?)
Names 2 or more strategies (2)	Names 1 strategy (1)	No strategies names (0)
List –	List –	THO SELUCESTES HATTIES (O)
21 Among students receiving Tier III wr	iting interventions, are there specific writt	en goals?
Yes	Partial	
Goals are in writing (2)	Goals mentioned but not in writing (1)	No goals (0)
	ents in Tier III writing? IF YES How ofte	n?
Every 1-2 weeks (2)	Every 3-6 weeks (1)	More than 6 weeks or never (0)

BEHAVIOR

1 Do you have a school wide team that addresses MTSS/PBIS?	Yes (2)	No team (0)
2 How often does the team meet?		
Team meets 8 or more times per year (typically monthly) (2)	Team meets 4-7 times per year (1)	Team meets 3 or less times per year (0)
3 Do you have specific school-wide beh	avior goals? IF YES What are	e they and when do you review them?
Have goals - review at each meeting (2)	Has goals but does not review goals at each meeting (1)	Does not have goals (0)
4 Do you have minutes from these MTSS/PBIS team meetings?	Yes (1)	No (0)
5 Are behavior data presented to the faculty in a graph or visual format?	Yes (2)	No (0)
6 How often does the MTSS/PBIS team	present school-wide or behavior data to tl	he school-wide or department faculty?
Team presents data to full faculty 8 or more times per year (2)	Team presents data to full faculty 4-7 times per year (1)	Team presents data to full faculty 3 or fewer times per year (0)
7 Has the full faculty met and agreed up	oon specific behavior strategies for implem	nentation? IF YES When did that
Yes Within the last year (2)	Partially - Strategies determined, but: Not agreed upon by full faculty <i>OR</i> Not within the last year (1)	No Strategies not determined or agreed upon by full faculty (0)
	of behavior rules, routines and arrangemen	nts are being implemented? IF YES
How do you monitor?		
(2) Yes List: Examples: walkthroughs, planning *Please list on form: do not writ	TPGES, observations, lesson plans, PLC e, "same as reading"	No evidence of measures and procedures to document fidelity of implementation (0)
9 Do you use office discipline referrals (ODR) as school-wide screener for behavio	r? IF NO What do you use?
9 Do you use office discipline referrals ((2) Other (and how often used):	ODR) as school-wide screener for behavio	r? IF NO What do you use? No behavior screener is identified (0)
(2) Other (and how often used): 10 How often does the team look at OD		No behavior screener is identified (0)
(2) Other (and how often used):		
(2) Other (and how often used): 10 How often does the team look at OD	Quarterly (1) les, routines, and arrangements? IF YES	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes	Quarterly (1) les, routines, and arrangements? IF YES Partial	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No
(2) Other (and how often used): 10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes Systematic -Data decisions described (2)	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic <i>OR</i> no data decisions (1)	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No None OR descriptions too vague (0)
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic <i>OR</i> no data decisions (1) sudent behavior needs? IF YES How of	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes Systematic -Data decisions described (2) 12 Does the MTSS/ PBIS team review st	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic OR no data decisions (1) rudent behavior needs? IF YES How of	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No None OR descriptions too vague (0)
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes Systematic -Data decisions described (2) 12 Does the MTSS/ PBIS team review st it is a regular timeframe?	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic OR no data decisions (1) cudent behavior needs? IF YES How of Partial Teams not clearly defined OR	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No None OR descriptions too vague (0) Iten are these meetings scheduled – and
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes Systematic -Data decisions described (2) 12 Does the MTSS/ PBIS team review st it is a regular timeframe? Yes	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic OR no data decisions (1) rudent behavior needs? IF YES How of	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No None OR descriptions too vague (0) Iten are these meetings scheduled – and No evidence of meetings to review
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes Systematic -Data decisions described (2) 12 Does the MTSS/ PBIS team review st it is a regular timeframe? Yes At least quarterly (2) Tier II	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic OR no data decisions (1) cudent behavior needs? IF YES How of Partial Teams not clearly defined OR Less than quarterly (1)	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No None OR descriptions too vague (0) iten are these meetings scheduled – and No evidence of meetings to review student behavior needs (0)
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes Systematic -Data decisions described (2) 12 Does the MTSS/ PBIS team review st it is a regular timeframe? Yes At least quarterly (2)	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic OR no data decisions (1) cudent behavior needs? IF YES How of Partial Teams not clearly defined OR Less than quarterly (1)	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No None OR descriptions too vague (0) iten are these meetings scheduled – and No evidence of meetings to review student behavior needs (0)
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes Systematic -Data decisions described (2) 12 Does the MTSS/ PBIS team review st it is a regular timeframe? Yes At least quarterly (2) Tier II 13 Do you have a Tier II level of assessm (2) Yes List/describe:	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic OR no data decisions (1) cudent behavior needs? IF YES How of Partial Teams not clearly defined OR Less than quarterly (1) nent for behavior? IF YES What do you	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No None OR descriptions too vague (0) Iten are these meetings scheduled – and No evidence of meetings to review student behavior needs (0) use? No evidence of Tier II diagnostic assessment for behavior (0)
10 How often does the team look at OD Monthly (2) 11 Are ODR data tied to school-wide ru Yes Systematic -Data decisions described (2) 12 Does the MTSS/ PBIS team review st it is a regular timeframe? Yes At least quarterly (2) Tier II 13 Do you have a Tier II level of assessm (2) Yes List/describe:	Quarterly (1) les, routines, and arrangements? IF YES Partial Not systematic OR no data decisions (1) cudent behavior needs? IF YES How of Partial Teams not clearly defined OR Less than quarterly (1)	No behavior screener is identified (0) Not at all (0) Describe how it is tied to SW-PBIS No None OR descriptions too vague (0) Iten are these meetings scheduled – and No evidence of meetings to review student behavior needs (0) use? No evidence of Tier II diagnostic assessment for behavior (0)

15 Does the school have a criterion for number of referrals to identify a student as in need of Tier II services or criteria (cut score) from screener? What is it?				
Yes Criteria operationally defined (2)	Partial Criteria is not totally operational (1)	No criteria indicated (0)		
16 Which intervention strategies are available for Tier II behavior? (Can you provide strategy names?)				
Names 2 or more strategies (2) List –	Names 1 strategy (1) List -	No strategies named (0)		
17 Are there specific goals in writing for writing?	17 Are there specific goals in writing for students receiving Tier II behavior interventions? IF YES Are the goals in writing?			
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)		
18 Is progress monitoring done with stu	dents receiving Tier II behavior intervention	ons? IF YES What do you use?		
(2) Yes List:		No evidence of progress monitoring (0)		
	who need Tier III behavior intervention?	IF YES What data and what criteria?		
Yes Name a measure and criteria (2)	Partial Name measure but no clear criterion (1)	No (0)		
20 What intervention strategies are ava	ilable to students for behavior in Tier III?	(Can you provide strategy names?)		
Names 2 or more strategies (2)	Names 1 strategy (1)	Notti (0)		
List –	List –	No strategies names (0)		
	List – navior interventions, are there specific goa	j vi		
		j vi		
21 Among students receiving Tier III bel Yes Goals are in writing (2)	navior interventions, are there specific goa Partial	ols in writing? No goals (0)		

Notes: