

## ASA ABRI Screening Assessment

School: School Source:

Date Completed: Person Completing:

READING

READING Tier I		
	addresses MTSS in reading? *If there is a s	senarate team (aside from PLC's) that
meets regularly (monthly) to discuss sch		reparate team (aside from 126 s) that
Yes	Partial	
School-wide team	PLC or other team	No team
(2)	(1)	(0)
2 How often does the team meet?	(-/	
Team meets 8 or more times per year		
(typically monthly)	Team meets 4-7 times per year	Team meets 3 or less times per year
(2)	(1)	(0)
3. Do you have specific school-wide rea	iding goals? IF YES: What are the	ey and when do you review them?
*Reading goals reviewed are short/long		
Have goals - review at each meeting	Has goals but does not review goals at	Dana wat hawa asala
(2)	each meeting	Does not have goals
	(1)	(0)
4 Do you have minutes from these	Yes	No
MTSS reading team meetings?	(1)	(0)
5 Are reading data presented to the fac	culty in a graph or visual format?	
Yes (2)	Partial (1)	N. (0)
School-wide team	PLC or other team	No (0)
6 How often does the MTSS team prese	ent school-wide reading data to the depart	ment or faculty? *The entire faculty
•	ng progress; indicate how many times per y	·
information; ideally the team members		
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
(2)	(1)	(0)
	pon specific reading strategies for implement	entation? IF YES When did that last
occur? (Need to cite strategies or pro		A1-
Yes	Partially - Strategies determined, but:	No
Within the last year	Not agreed upon by full faculty OR	Strategies not determined or agreed
(2)	Not within the last year	upon by full faculty
	(1)	(0)
	nplementation of plans for core reading in	• • • • • • • • • • • • • • • • • • •
	e reading instruction: walkthroughs, obse	rvations, lesson plans, PLC discussion,
analysis of formative and summative da		
	-List:	No evidence of measures and
(	2)	procedures to document fidelity of
		implementation
		(0)
9 Do you use a school-wide screener fo		Examples of screeners(but not limited
to): MAP, iReady, CERT, Think Link, DRA		
<del>-</del>	ner is identified	No reading screener is identified
(	2)	(0)
		(0)



5 Thom offering the universal reading se	reener administered?	
3 or more times per year	1-2 times per year	Not at all
(2)	(1)	(0)
instruction? After the universal screet instruction? If so, how does this occur	screener tied to core instruction? IF YES ener is administered, does the team system ur? Concrete examples should be given to on to meet the needs of <u>all</u> students and departial	natically apply those data to core explain this process. Do grade
Systematic -Data decisions described (2)	Not systematic <i>OR</i> no data decisions (1)	None <i>OR</i> descriptions too vague (0)
meetings scheduled – and it is a regu	et to review individual student reading nee ular timeframe? Is there a system in place t a, evidence-based interventions, and prog	hat reviews not only grade level readi
Yes	Partial	No evidence of meetings to review
At least quarterly	Teams not clearly defined <i>OR</i>	student reading needs
(2)	Less than quarterly (1)	(0)
		se? Examples of Tier II diagnostic
sessments: DRA, Fontas and Pinnell, B	enchmark Assessment System, PASS, Phor at may be used. List:	No evidence of Tier II diagnostic assessment for reading
ssessments: DRA, Fontas and Pinnell, B efinitive list, but offers ideas of tools th Yes- (2	enchmark Assessment System, PASS, Phorat may be used.  List: 2)  hts are administered the Tier II reading asserts.	No evidence of Tier II diagnostic assessment for reading (0)
sessments: DRA, Fontas and Pinnell, Befinitive list, but offers ideas of tools the Yes-	enchmark Assessment System, PASS, Phorat may be used.  List: 2)  hts are administered the Tier II reading asserts.	No evidence of Tier II diagnostic assessment for reading (0)



## **MATHEMATICS**

•	addresses MTSS in mathematics? If there i	
that meets regularly (monthly) to discuss	s school-wide MTSS in mathematics, score	2.
Yes (2) School-wide team	Partial (1) 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)



2. Do way have an aific ash a lowida ma	the metice and IF VFC M/hat are	
3. Do you have specific school-wide ma Math goals reviewed are short/long term		e they and when do you review them?
Wath goals reviewed are short/long term	Has goals but does not review goals at	
Have goals - review at each meeting	each meeting	Does not have goals
(2)	(1)	(0)
1.5		N.
4 Do you have minutes from these	Yes (1)	No (a)
MTSS mathematics team meetings?	\ /	(0)
5 Are mathematics data presented to the		
V (2)	Partial	
Yes (2)	PLC or other team	No (a)
School-wide team	(1)	(0)
C. How often does the MTSS toom process		
	ent school-wide or mathematics data to the school-wide math progress; indicate how n	
The state of the s	am members would share to the entire fac	
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
(2)	(1)	
` '		(0)
that last occur?	oon specific mathematics strategies for imp	olementation? IF YES When did
Yes	Partially - Strategies determined, but:	No
Within the last year	Not agreed upon by full faculty <i>OR</i>	Strategies not determined or agreed
•	Not within the last year	upon by full faculty
(2)	(1)	(0)
8 Does an administrator monitor the im	plementation of plans for core mathemati	ics instruction? IF YES How do you
monitor? Examples of monitoring of core analysis of formative and summative date	e math instruction: walkthroughs, observa	tions, lesson plans, PLC discussion,
-	List:	No evidence of measures and
(2	2)	procedures to document fidelity of
,	,	implementation
		(0)
9 Do you use a school-wide screener for	•	use? Examples of screeners (but not
limited to): MAP, iReady, CERT, Think Lin	eener is identified	
(.	2)	No mathematics screener identified
		(0)
10 How often is the universal mathema		NI-4 -4 -II
3 or more times per year	1-2 times per year	Not at all
(2)	(1)	(0)
	thematics screener tied to core instruction	
	screener is administered, does the team sur? Concrete examples should be given to	
	ur? Concrete examples should be given to on to meet the needs of all students and d	
· · · · · · · · · · · · · · · · · · ·	on to meet the needs of <u>all</u> students and d	merentiate instruction based on
universal screening data?	Partial	No
Yes		No None OB descriptions to a vegue
Systematic -Data decisions described	Not systematic <i>OR</i> no data decisions	None <i>OR</i> descriptions too vague
(2)	(1)	(0)



Tier II		
meetings scheduled – and is it a regu	et to review individual student math need allar timeframe?? Is there a system in place, evidence-based interventions, and programmer.	e that reviews not only grade level math
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 mathematics? IF YES What do nterview, diagnostic embedded within the used.	
Yes- (2	List:	No evidence of Tier II diagnostic assessment for mathematics (0)
14 How do you determine which studer diagnostic in nature and is given in addit	nts are administered the Tier II mathemati	cs assessment? This assessment is more
Administered to all students not meeting benchmark (2)	No systematic answer as to whom the assessment is administered  (1)	Not offered (0)
15 Do students receive additional Tier II mathematics instruction? Tier II instruction means that students are receiving evidence based instructional strategies or programs that are in addition to Tier I, core instruction. This is not differentiation in Tier I, core instruction.	Yes (2)	No (0)
	use for Tier II mathematics? Examples o latives <a href="https://charts.intensiveinterventia">https://charts.intensiveinterventia</a>	
Names 2 or more strategies (2) List –	Names 1 strategy (1) List -	No strategies named (0)
17 Are there specific written goals for st	tudents receiving Tier II mathematics inter	rventions?
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
18 Is progress monitoring done for stud monitoring: CBM probes (Easy CBM, Aim	ents in Tier II mathematics? IF YES Wha	at do you use? Examples of progress
Yes-	•	No evidence of progress monitoring (0)
Tier III  19 Do you use data to identify students should be different than Tier II.	who need Tier III math intervention? IF Y	ES What data and what criteria? These
Yes Name a measure and criteria (2)	Partial Name measure but no clear criterion (1)	No (0)



20 What instructional strategies do you	use for Tier III mathematics? (Can you	provide strategy names?)
Names 2 or more strategies (2)	Name 1 strategy (1)	No strategies named (0)
List –	List –	(5)
21 Among students receiving Tier III ma	thematics interventions, are there specifi	c written goals?
Yes	Partial	
Goals are in writing	Goals mentioned but not in writing	No goals (0)
(2)	(1)	(0)
22 Is progress monitoring done for stud	ents in Tier III mathematics? IF YES Ho	w often?
Every 1-2 weeks	Every 3-6 weeks	More than 6 weeks or never
(2)	(1)	(0)

Yes (2)	Partial (1)	No team
School-wide team	PLC or other 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)
<ol> <li>Do you have specific school-wide wrigoals reviewed are short/long term in na</li> </ol>		d when do you review them? Writing
Have goals - review at each meeting (2)	Has goals but does not review goals at each meeting (1)	Does not have goals (0)
1 Do you have minutes from these MTSS writing team meetings?	Yes (1)	No (0)
Are writing data presented to the fac		
Yes School-wide team (2)	Partial PLC or other team (1)	No (0)
staff needs to be aware of school-wide v	ent school-wide writing data to the school- vriting progress. Indicate how many times nbers would share with the entire staff.  Team presents data to full faculty 4-7	
more times per year (2)	times per year  (1)	fewer times per year (0)
7 Has the full faculty met and agreed up occur?	oon specific writing strategies for impleme	ntation? IF YES When did that last
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)



	native and summative dat	e reading instruction: walkthroughs, obse a	
	Yes- (2		No evidence of measures and procedures to document fidelity of implementation (0)
creeners for w	a school-wide screener for riting: MAP with 1+3 writ dwriting screener	r writing? IF YES What do you use? tes, Aims Web, On demand prompts with	Examples (but not limited to) universa school-wide rubric, Lucy Caulkins
	Writing Screen (2		No writing screener is identified (0)
10 How often	is the universal writing sc	reener administered?	
3 or mo	re times per year	1-2 times per year	Not at all
	(2)	(1) creener tied to core instruction? IF YES	(0)
Systematic -Dat	Yes a decisions described (2)	Partial	No
Systematic -Dat	a decisions described (2)	Not systematic OP no data decisions (1)	
•	d decisions described (2)	Not systematic <i>OR</i> no data decisions (1)	None <i>OR</i> descriptions too vague (0)
Tier II			
Tier II  12 Do grade of meetings s	r content level teams mee cheduled – and it is a regu	et to review individual student writing nee ular timeframe? Is there a system in place	
Tier II  12 Do grade of meetings s	r content level teams mee cheduled – and it is a regu lso individual student out	et to review individual student writing nee ular timeframe? Is there a system in place comes and his/her progress?	ds? IF YES How often are these that reviews not only grade level writin
Tier II  12 Do grade or meetings so data, but a	r content level teams mee cheduled – and it is a regu lso individual student out Yes	et to review individual student writing nee ular timeframe? Is there a system in place	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review
Tier II  12 Do grade of meetings so data, but a	r content level teams mee cheduled – and it is a regu Iso individual student out Yes east quarterly	et to review individual student writing nee ular timeframe? Is there a system in place comes and his/her progress?  Partial  Teams not clearly defined OR  Less than quarterly	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs
Fier II  12 Do grade of meetings so data, but a	r content level teams mee cheduled – and it is a regu lso individual student out Yes east quarterly (2)	et to review individual student writing nee ular timeframe? Is there a system in place comes and his/her progress?  Partial  Teams not clearly defined OR  Less than quarterly  (1)	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)
Tier II  12 Do grade of meetings so data, but a	r content level teams mee cheduled – and it is a regu lso individual student out Yes east quarterly (2)	et to review individual student writing nee ular timeframe? Is there a system in place comes and his/her progress?  Partial  Teams not clearly defined OR  Less than quarterly  (1)  ment for writing? IF YES What do you u	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)
Tier II  12 Do grade of meetings so data, but a	r content level teams mee cheduled – and it is a regu lso individual student out Yes east quarterly (2)	et to review individual student writing nee plar timeframe? Is there a system in place comes and his/her progress?  Partial Teams not clearly defined OR Less than quarterly (1)  nent for writing? IF YES What do you u List:	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)
Tier II  12 Do grade of meetings so data, but a  At le	r content level teams mee cheduled – and it is a regu Iso individual student out Yes east quarterly (2) re a Tier II level of assessm Yes- (2	Partial Teams not clearly defined OR Less than quarterly (1) Tent for writing? IF YES What do you u List: 2)  Test to review individual student writing nee alar timeframe? Is there a system in place Partial Teams not clearly defined OR Less than quarterly (1) The pent for writing? IF YES What do you u List: 2)	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample.  No evidence of Tier II diagnostic assessment for writing (0)
Tier II  12 Do grade of meetings so data, but a  At lease 13 Do you have 14 How do you Administered.	r content level teams mee cheduled – and it is a regu lso individual student out Yes east quarterly (2) re a Tier II level of assessm Yes- (2	Partial Teams not clearly defined OR Less than quarterly (1) Teent for writing? IF YES What do you uselest:  List:  No systematic answer as to whom the	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample.  No evidence of Tier II diagnostic assessment for writing (0)
Tier II  12 Do grade of meetings sidata, but a  At lea  13 Do you have  14 How do you Administered	r content level teams mee cheduled – and it is a regu Iso individual student out  Yes east quarterly (2) re a Tier II level of assessm  Yes- (2) u determine which studer ed to all students not ing benchmark	Partial Teams not clearly defined OR Less than quarterly (1) Tent for writing? IF YES What do you use.  List: 2)  No systematic answer as to whom the assessment is administered	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample.  No evidence of Tier II diagnostic assessment for writing (0)  essment?
Tier II  12 Do grade of meetings sidata, but a  At lea  13 Do you have  Administered meeting sidata, but a	r content level teams mee cheduled – and it is a regu Iso individual student out  Yes east quarterly (2) re a Tier II level of assessm  Yes- (2  u determine which student ed to all students not ing benchmark (2)	Partial Teams not clearly defined OR Less than quarterly (1) Teent for writing? IF YES What do you uselest:  List:  No systematic answer as to whom the	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample.  No evidence of Tier II diagnostic assessment for writing (0)  essment?  Not offered
Tier II  12 Do grade of meetings sidata, but a  At lease to the second s	r content level teams mee cheduled – and it is a regu Iso individual student out  Yes east quarterly (2) re a Tier II level of assessm  Yes- (2  u determine which studer ed to all students not ing benchmark (2) s receive additional Tier	Partial Teams not clearly defined OR Less than quarterly (1) Tent for writing? IF YES What do you use.  List: 2)  No systematic answer as to whom the assessment is administered	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample.  No evidence of Tier II diagnostic assessment for writing (0)  essment?  Not offered
Tier II  12 Do grade of meetings sidata, but a  At lease to the second s	r content level teams mee cheduled – and it is a regu Iso individual student out  Yes east quarterly (2) re a Tier II level of assessm  Yes- (2  u determine which student ed to all students not ing benchmark (2)	Partial Teams not clearly defined OR Less than quarterly (1) Tent for writing? IF YES What do you use.  List: 2)  No systematic answer as to whom the assessment is administered	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample. No evidence of Tier II diagnostic assessment for writing (0)  essment?  Not offered
Tier II  12 Do grade of meetings sidata, but a  At least a lea	r content level teams meet cheduled – and it is a regulso individual student out  Yes east quarterly (2)  re a Tier II level of assessm  Yes- (2)  u determine which student ed to all students not ing benchmark (2)  s receive additional Tier instruction? Tier II  means that students nog evidence based	Partial Teams not clearly defined OR Less than quarterly (1) Tenent for writing? IF YES What do you u List: 2)  Tess are administered the Tier II writing assessment is administered (1)	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample.  No evidence of Tier II diagnostic assessment for writing (0)  essment?  Not offered (0)
Tier II  12 Do grade or meetings so data, but a  At lea  13 Do you have  14 How do you Administered meeting the meeting so data, but a  At lea  15 Do student II writing in instruction are receiving instruction are receiving instruction.	r content level teams meet cheduled – and it is a regulso individual student out  Yes east quarterly (2)  re a Tier II level of assessm  Yes- (2)  u determine which studer ed to all students not ing benchmark (2)  s receive additional Tier instruction? Tier II  means that students not evidence based all strategies or	et to review individual student writing need alar timeframe? Is there a system in place comes and his/her progress?  Partial  Teams not clearly defined OR  Less than quarterly  (1)  nent for writing? IF YES What do you use List:  2)  Its are administered the Tier II writing assembly assessment is administered  (1)  Yes	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample.  No evidence of Tier II diagnostic assessment for writing (0)  essment?  Not offered (0)
Tier II  12 Do grade of meetings state, but a  At lease and the state an	r content level teams meet cheduled – and it is a regulso individual student out  Yes east quarterly (2)  re a Tier II level of assessm  Yes- (2)  u determine which studer ed to all students not ing benchmark (2)  s receive additional Tier instruction? Tier II  means that students not evidence based all strategies or that are in addition to	Partial Teams not clearly defined OR Less than quarterly (1) Tenent for writing? IF YES What do you u List: 2)  Tess are administered the Tier II writing assessment is administered (1)	ds? IF YES How often are these that reviews not only grade level writing.  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample.  No evidence of Tier II diagnostic assessment for writing (0)  essment?  Not offered (0)
Tier II  12 Do grade of meetings sidata, but a  At lea  13 Do you have  14 How do you Administere meeting instruction programs to Tier I, core	r content level teams meet cheduled – and it is a regulso individual student out  Yes east quarterly (2)  re a Tier II level of assessm  Yes- (2)  u determine which studer ed to all students not ing benchmark (2)  s receive additional Tier instruction? Tier II  means that students not evidence based all strategies or	et to review individual student writing need alar timeframe? Is there a system in place comes and his/her progress?  Partial  Teams not clearly defined OR  Less than quarterly  (1)  nent for writing? IF YES What do you use List:  2)  Its are administered the Tier II writing assembly assessment is administered  (1)  Yes	ds? IF YES How often are these that reviews not only grade level writi  No evidence of meetings to review student reading needs (0)  se? Example: Analysis of writing sample  No evidence of Tier II diagnostic assessment for writing (0)  essment?  Not offered (0)



	u use for Tier II writing? (Can you provid	
	RSD, mnemonic devices, Graham's alphab	et, grapnic organizer
Names 2 or more strategies	Names 1 strategy	
(2)	(1)	No strategies named
List —	List -	(0)
17 Are there specific written goals for s	tudents receiving Tier II writing intervention	ons?
Yes	Partial	No souls
Goals are in writing	Goals mentioned but not in writing	No goals
(2)	(1)	(0)
· · ·	lents in Tier II writing? IF YES What do y	you use? Examples of progress
monitoring: Writing samples, writing CB		
	-List:	No evidence of progress monitoring
(	2)	(0)
Tier III		TYPE WILL LILL 1 1 1 2 1 2
19 Do you use data to identify students  Yes	who need Tier III writing intervention? IF  Partial	· YES What data and what criteria?
Name a measure and criteria	Name measure but no clear criteria	No
		(0)
(2)	(1)	
20 What instructional strategies do you time and intensity	use for Tier III writing? (Can you provid	de strategy names?) Examples: increase
Names 2 or more strategies	Names 1 strategy	
(2)	(1)	No strategies names
List –	List –	(0)
21 Among students receiving Tier III wr	iting interventions, are there specific writt	ten goals?
Yes	Partial	No souls
Goals are in writing	Goals mentioned but not in writing	No goals
(2)	(1)	(0)
22 Is progress monitoring done for stud	lents in Tier III writing? IF YES How ofte	en?
Every 1-2 weeks	Every 3-6 weeks	More than 6 weeks or never
(2)	(1)	(0)
EHAVIOR		.,
1 Do you have a school wide team		1
that addresses PBIS ? If there is a		
separate team (aside from PLC's) that	Yes	No team
meets regularly (monthly) to discuss	(2)	(0)
school-wide MTSS in behavior, score 2.		
2 How often does the team meet?		
Team meets 8 or more times per year	Toom made 4.7 kins as assess	Toom made 2 on loss times on
(typically monthly)	Team meets 4-7 times per year	Team meets 3 or less times per year
(2)	(1)	(0)
3 Do you have specific school-wide beh	_	e they and when do you review them?
Writing goals reviewed are short/long to	_	T
Have goals - review at each meeting	Has goals but does not review goals at	Does not have goals
	each meeting	(0)
(2)		



4 Do you have minutes from these MTSS/PBIS team meetings?  5 Are behavior data presented to the faculty in a graph or visual format?  6 How often does the MTSS/PBIS team present school-wide or behavior data to the school-wide or department The entire staff needs to be aware of school-wide writing progress. Indicate how many times per year it is share is sharing the information. Ideally MTSS team members would share with the entire staff.  Team presents data to full faculty 8 or more times per year  (2)  7 Has the full faculty met and agreed upon specific behavior strategies for implementation?  Yes Within the last year (2)  Partially - Strategies determined, but: Not agreed upon by full faculty OR Not within the last year (2)  Not within the last year (2)  No Strategies not determined upon by full faculty OR Strategies not determined upon by full faculty OR Not within the last year upon by full faculty OR Mot within the last year upon by full faculty OR	d and who aculty 3 or ar lid that
5 Are behavior data presented to the faculty in a graph or visual format?  (2)  (0)  6 How often does the MTSS/PBIS team present school-wide or behavior data to the school-wide or department. The entire staff needs to be aware of school-wide writing progress. Indicate how many times per year it is share is sharing the information. Ideally MTSS team members would share with the entire staff.  Team presents data to full faculty 8 or more times per year (2)  Team presents data to full faculty 4-7 fewer times per year (2)  Team presents data to full faculty 4-7 fewer times per year (1)  (0)  7 Has the full faculty met and agreed upon specific behavior strategies for implementation? IF YES When delast occur?  Partially - Strategies determined, but: Not agreed upon by full faculty OR Not within the last year (2)  No Strategies not determined of upon by full faculty OR Not within the last year (1)  8 Do you monitor the implementation of behavior expectations/rules, routines and arrangements? IF YES How monitor? Examples: walkthroughs, observations, lesson plans, PLC planning  Yes-List:  (2)  No evidence of measure procedures to document fit	d and who aculty 3 or ar lid that
faculty in a graph or visual format?  (2)  (0)  6 How often does the MTSS/PBIS team present school-wide or behavior data to the school-wide or department The entire staff needs to be aware of school-wide writing progress. Indicate how many times per year it is share is sharing the information. Ideally MTSS team members would share with the entire staff.  Team presents data to full faculty 8 or more times per year (2)  Team presents data to full faculty 4-7 times per year (2)  Team presents data to full faculty 4-7 fewer times per year (2)  Team presents data to full faculty 4-7 fewer times per year (2)  Team presents data to full faculty 4-7 fewer times per year (2)  Partially - Strategies for implementation? IF YES When department to the implementation of behavior expectations/rules, routines and arrangements? IF YES How monitor? Examples: walkthroughs, observations, lesson plans, PLC planning  Yes-List:  No evidence of measure procedures to document fits.	d and who aculty 3 or ar lid that
faculty in a graph or visual format?  (2) (0)  6 How often does the MTSS/PBIS team present school-wide or behavior data to the school-wide or department The entire staff needs to be aware of school-wide writing progress. Indicate how many times per year it is share is sharing the information. Ideally MTSS team members would share with the entire staff.  Team presents data to full faculty 8 or more times per year (2) Team presents data to full faculty 4-7 times per year (2) (1) Team presents data to full faculty 4-7 fewer times per year (2) (1) Team presents data to full faculty 4-7 fewer times per year (2) (1) Team presents data to full faculty 4-7 fewer times per year (2) Not agreed upon specific behavior strategies for implementation? IF YES When department for the implementation of behavior expectations/rules, routines and arrangements? IF YES How monitor? Examples: walkthroughs, observations, lesson plans, PLC planning  Yes-List: (2) No evidence of measure procedures to document fire.	d and who aculty 3 or ar lid that
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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 4-7 fewer times per year (2)  Has the full faculty met and agreed upon specific behavior strategies for implementation? IF YES When data to full faculty or fewer times per year (2)  Partially - Strategies determined, but: Not agreed upon by full faculty OR Not within the last year (2)  Not within the last year (1)  Strategies not determined or upon by full faculty (0)  8 Do you monitor the implementation of behavior expectations/rules, routines and arrangements? IF YES How monitor? Examples: walkthroughs, observations, lesson plans, PLC planning  Yes-List: No evidence of measure procedures to document fit	lid that or agreed
more times per year (2)  Thas the full faculty met and agreed upon specific behavior strategies for implementation? IF YES When delast occur?  Partially - Strategies determined, but: Not agreed upon by full faculty OR Not within the last year (2)  Not within the last year (2)  Do you monitor the implementation of behavior expectations/rules, routines and arrangements? IF YES How monitor? Examples: walkthroughs, observations, lesson plans, PLC planning  Yes-List: No evidence of measure procedures to document fit	lid that or agreed
(2) (1) (0)  7 Has the full faculty met and agreed upon specific behavior strategies for implementation? IF YES When do last occur?  Partially - Strategies determined, but: Not agreed upon by full faculty OR Not within the last year (2)  Not within the last year (1)  Strategies not determined of upon by full faculty OR Not within the last year (1)  Do you monitor the implementation of behavior expectations/rules, routines and arrangements? IF YES How monitor? Examples: walkthroughs, observations, lesson plans, PLC planning  Yes-List: (2)  No evidence of measure procedures to document fit	<b>lid that</b> or agreed
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Yes Within the last year (2)  **Partially - Strategies determined, but: Not agreed upon by full faculty OR Not within the last year (1)  **Strategies not determined of upon by full faculty (0)  **B Do you monitor the implementation of behavior expectations/rules, routines and arrangements? IF YES How monitor? Examples: walkthroughs, observations, lesson plans, PLC planning  **Yes-List: (2)  **No evidence of measure procedures to document fit	
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monitor? Examples: walkthroughs, observations, lesson plans, PLC planning  Yes-List:  (2)  No evidence of measure procedures to document fi	w do vou
Yes-List: No evidence of measure (2) procedures to document fi	w do you
(2) procedures to document fi	es and
	denty of
(0)	
(0)	
9 Do you use office discipline referrals (ODR) as school-wide screener for behavior? IF NO What do you of Other examples: SSRS, SDQ	iser
Yes or List:	
(2)	
No benavior screener is id	entified
(0)	
10 How often does the team look at ODR data?	
Monthly Quarterly Not at all	
(2) (1) (0)	
11 Are ODR data tied to school-wide rules, routines, and arrangements? IF YES Describe how it is tied to SW	/_DRIS
How does this occur? In what way? Concrete examples should be given to explain this process.	1 513
Yes Partial No	
Systematic -Data decisions described Not systematic <i>OR</i> no data decisions None <i>OR</i> descriptions too	) Vague
(2) (1) (0)	
Tier II	
	المال منتا
12 Does the MTSS/ PBIS team review student behavior needs? IF YES How often are these meetings schedulit in a regular time frame?	iiea – and
it is a regular timeframe?	
Yes Partial No evidence of meetings to	o review
Teams not clearly defined <i>OR</i> At least quarterly  Teams not clearly defined <i>OR</i> student behavior needs	eds
(2) Less than quarterly (0)	
(1)	
13 Do you have a Tier II level of assessment for behavior? IF YES What do you use? Examples: FACTS (Function Assessment Checklist for Teachers and Students). Observations, Student Intervention, Matching Tool, ARC	onal
Assessment Checklist for Teachers and Students), Observations, Student Intervention, Matching Tool, ABC	
Yes-list*	znosti -
Yes-List: No evidence of Tier II dia	
Yes-List:	



44 11 1 1 1 1 1 1 1 1 1		13
	nts are administered the Tier II behavior as	ssessment?
Administered to all students identified	No systematic answer as to whom the	Not offered
from ODR data	assessment is administered	(0)
(2)	(1)	
	number of referrals to identify a student a	s in need of Tier II services or criteria
(cut score) from screener? What is		
Yes	Partial	No criteria indicated
Criteria operationally defined	Criteria is not totally operational	(0)
(2)	(1)	(0)
16 Which intervention strategies are a	vailable for Tier II behavior? (Can you pro	ovide strategy names?) Examples (but
not limited to): CICO, Mentoring, Check	and Connect, social skills grouping, Social S	Stories, Why Try, Direct instruction with
replacement behavior, self-monitoring,	behavior contract	
Names 2 or more strategies	Names 1 strategy	
(2)	(1)	No strategies named
List –	List -	(0)
		. ,
17 Are there specific written specific go	oals for students receiving Tier II behavior i	nterventions?
Yes	Partial	
Goals are in writing	Goals mentioned but not in writing	No goals
(2)	(1)	(0)
	udents receiving Tier II behavior intervention	ons? IF YES What do you use?
Examples: daily/weekly graphed go	al sheet	
	<mark>al sheet</mark> -List:	No evidence of progress monitoring
Ye		No evidence of progress monitoring (0)
Ye	s-List:	
Ye:	s-List:	(0)
Ye:	s-List: 2)	IF YES What data and what criteria?
Yes Tier III 19 Do you use data to identify student	s-List: (2) s who need Tier III behavior intervention?	IF YES What data and what criteria?
Yes  Yes	s who need Tier III behavior intervention?  Partial	IF YES What data and what criteria?
Yes  Tier III  19 Do you use data to identify student  Yes  Name a measure and criteria  (2)	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)	IF YES What data and what criteria?  No (0)
Yes  Tier III  19 Do you use data to identify student  Yes  Name a measure and criteria  (2)  20 What intervention strategies are av	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  ailable to students for behavior in Tier III?	IF YES What data and what criteria?  No (0)  (Can you provide strategy names?)
Yes  Tier III  19 Do you use data to identify student  Yes  Name a measure and criteria  (2)  20 What intervention strategies are av  Examples: PASS, wrap around services,	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?)
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are av Examples: PASS, wrap around services, counseling	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  ailable to students for behavior in Tier III? school or community mental health service	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?)  es, behavior support plan, individual
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are av Examples: PASS, wrap around services, counseling Names 2 or more strategies	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  ailable to students for behavior in Tier III? school or community mental health service  Names 1 strategy	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are av Examples: PASS, wrap around services, counseling Names 2 or more strategies (2)	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  ailable to students for behavior in Tier III? school or community mental health service  Names 1 strategy  (1)	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?)  es, behavior support plan, individual
Yes  Name a measure and criteria  (2)  What intervention strategies are avexamples: PASS, wrap around services, counseling  Names 2 or more strategies  (2)	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  ailable to students for behavior in Tier III? school or community mental health service  Names 1 strategy	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names
Tier III  19 Do you use data to identify student  Yes  Name a measure and criteria  (2)  20 What intervention strategies are avexamples: PASS, wrap around services, counseling  Names 2 or more strategies  (2)  List —	Section (1)  Solution who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  Solution (1)  Solution or community mental health service  Names 1 strategy  (1)  List —	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names (0)
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are av Examples: PASS, wrap around services, counseling Names 2 or more strategies (2) List –  21 Are there specific written goals for services.	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  ailable to students for behavior in Tier III? school or community mental health service  Names 1 strategy  (1)  List —	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names (0)
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are av Examples: PASS, wrap around services, counseling Names 2 or more strategies (2)  List –  21 Are there specific written goals for services	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion (1)  ailable to students for behavior in Tier III? school or community mental health service  Names 1 strategy (1)  List —  students receiving Tier III behavior intervention	IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names (0)  ntion?  No goals
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are avexamples: PASS, wrap around services, counseling Names 2 or more strategies (2)  List —  21 Are there specific written goals for says Yes Goals are in writing	S-List:  2)  S who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  ailable to students for behavior in Tier III?  School or community mental health service  Names 1 strategy  (1)  List —  Students receiving Tier III behavior intervention  Partial  Goals mentioned but not in writing	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names (0)
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are av Examples: PASS, wrap around services, counseling Names 2 or more strategies (2) List —  21 Are there specific written goals for same services, Goals are in writing (2)	S-List:  2)  So who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  Sochool or community mental health service  Names 1 strategy  (1)  List —  Students receiving Tier III behavior intervention  Partial  Goals mentioned but not in writing  (1)	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names (0)  ntion?  No goals (0)
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are avexamples: PASS, wrap around services, counseling Names 2 or more strategies (2)  List —  21 Are there specific written goals for services Yes Goals are in writing (2)  22 Is progress monitoring done for students	s who need Tier III behavior intervention?  Partial  Name measure but no clear criterion (1)  ailable to students for behavior in Tier III? school or community mental health service  Names 1 strategy (1)  List —  students receiving Tier III behavior intervention?  Partial  Goals mentioned but not in writing (1)  dents in Tier III behavior intervention? IF	IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names (0)  No goals (0)  YES How often?
Tier III  19 Do you use data to identify student Yes Name a measure and criteria (2)  20 What intervention strategies are avexamples: PASS, wrap around services, counseling Names 2 or more strategies (2)  List —  21 Are there specific written goals for says Yes Goals are in writing	S-List:  2)  So who need Tier III behavior intervention?  Partial  Name measure but no clear criterion  (1)  Sochool or community mental health service  Names 1 strategy  (1)  List —  Students receiving Tier III behavior intervention  Partial  Goals mentioned but not in writing  (1)	(0)  IF YES What data and what criteria?  No (0)  (Can you provide strategy names?) es, behavior support plan, individual  No strategies names (0)  ntion?  No goals (0)

Notes: