MTSS Assurances		
Shared Leadership		
The district has an MTSS Framework in which…	Yes	No
Student data (screener and outcome) and instructional data (fidelity data) are used for decision making related to effectiveness of core and interventions		
Leadership monitors MTSS implementation and utilizes a district problem-solving process identified and utilized for decision making across all levels (district, school, grade, class, individual student)		
Resources (e.g., funds, programs, MTSS professional development) are adequately allocated to support MTSS implementation based on need		
Problem-solving and planning teams utilize **data and research** in decision making		
Communication, Collaboration, & Partnerships		
The district has an MTSS Framework in which…	Yes	No
There is a systematic process utilized for staff to communicate issues or implementation barriers to leadership to be addressed/problem-solved		
Essential components of MTSS are shared with parents, parents are updated on the progress of their child (they are notified when students receive interventions), and parents participate in decision making regarding the progress of students receiving intensive intervention is developed and implemented		
Evidence-based Practices: Curriculum, Instruction, & Intervention		
The district has an MTSS Framework in which…	Yes	No
There is a district-adopted core curriculum for teaching critical content and identified core program materials are used by all teachers		
District-identified, evidence-based instructional delivery methods are used by all personnel providing instruction		
Differentiated small group instruction is provided for groups of students with like skill needs during core content blocks		
A systematic process is in place for adding supplemental materials to address any deficit in core programs		
Interventions are evidence-based		
Interventions include use of explicit instruction, a systematic scope and sequence of skills, data to assist with placement in the interventions along the scope and sequence, and program-embedded data source(s) to guide instructional decisions		

Observations are conducted of core and interventions to determine level of fidelity of use of effective instructional practices and fidelity information is used to identify PD and coaching needs		

Building Capacity & Infrastructure for Implementation		
The district has an MTSS Framework in which…	Yes	No
All staff involved with delivery of core and intervention instruction are provided with necessary training (e.g., use of materials, instructional methods, effective small groups) and there is a district plan for training new staff as they are hired		
Teachers and staff involved in delivery of core and intervention instruction are provided follow-up support (e.g., practice sessions, coaching support, and refresher training) as identified by instructional data (e.g., walk-through fidelity observations) and student data		
The amount and type of coaching support provided for staff is differentiated based on need to reach fidelity and successful outcomes for students		

Layered Continuum of Supports		
The district has an MTSS Framework in which…	Yes	No
Trained school personnel implement evidence-based interventions with fidelity		
Interventions are more intensive than core instruction		
The intensity of intervention (e.g., duration, frequency, group size, content/skill focus, and explicitness in instructional delivery) is based on students' needs as determined by data		
Individual student problem-solving teams utilize a systematic problem solving process to identify concerns, analyze why the concerns may be happening, develop an intensive intervention plan, ensure the plan is implemented with fidelity, and evaluate the effectiveness of the plan		

Data-based Problem Solving & Decision Making		
The district has an MTSS Framework in which…	Yes	No
A universal screening process that includes a universal screening tool that is reliable and valid for the purpose of screening, is utilized several times (e.g., 3 times) per year for decision making		
There is use of a progress-monitoring tool that meets all of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available and staff is able to articulate the supporting evidence (Center on Response to Intervention, 2014)		

	Yes	No
All staff administering or proctoring the Progress Monitoring Assessment have received training and meet acceptable level of reliability (through shadow scoring/double scoring)		
Pre-established, clear, operationalized decision rules are utilized consistently to identify students to receive intervention support and determine progress monitoring goals. Decision rules provide criteria for goal attainment/response to intervention		
Progress monitoring occurs on a frequent (e.g., weekly, biweekly) basis for students receiving intervention. Data system allows for graphical display of student progress monitoring data that can be easily accessed in a timely manner		
Pre-established, clear decision rules are used to determine effectiveness of interventions and next steps for support (e.g., discontinue intervention, fade intervention, continue intervention, intensify intervention). The decision rules include a process for examination of both level and rate of improvement toward attainment of goals		

Determining Response to Intensified Intervention and Determination of Eligibility for Special education (Specific Learning Disability)		
The district has an MTSS Framework in which…	Yes	No
There are systematic procedures for Multi-disciplinary teams to use in decision making. Include criteria to determine how discrepant the student's performance is from peers at the same grade level; process for determining lack of progress was not due to intervention fidelity issues, lack of instruction, etc. and to determine if specialized instruction is needed to support the student to be successful		
SLD determination follows federal and state regulations while assuring continuity in meeting students' educational needs		