MULTITIERED SYSTEM OF SUPPORTS FOR ENGLISH LEARNERS: LITERACY IMPLEMENTATION RUBRIC

Overview

This rubric is intended to be used by individuals or teams who are responsible for monitoring school-level fidelity of a multitiered system of supports (MTSS) for English learners, including MTSS, bilingual, literacy, and English language development specialists or coaches; school principals; and teacher leaders. The rubric is aligned with the essential components of MTSS for literacy and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet and action planning document with guiding questions. The worksheet can be used to record ratings and notes for each section, and the action planning document can be used to summarize strengths, areas of need, and goals, and to track progress. Use of each tool is described below.

Definition of "English learners (ELs)": Prekindergarten to grade 12 students who come from an environment where a language other than English has had a significant impact on their English proficiency and whose difficulties in speaking, reading, writing, or understanding English may prevent them from successfully achieving in classrooms where the language of instruction is English (ESEA Section 8101(20))

Using the Tools

Rubric: Teams rate the level of current implementation for each MTSS component on a scale from 1 to 5. Descriptors are provided for the 1, 3, and 5 anchor points. Practitioners read each statement and the anchor point criteria and highlight the features in place, partially in place, or not in place. Teams assign a rating from 1 to 5 for each component and note which features need to be addressed on the scoring worksheet and action planning document.

Scoring worksheet: Based on review of the rubric, teams choose the whole number rating, 1–5, that best represents their school's level of implementation, record that rating, and provide documentation of evidence for choosing the rating.

Action plan: Teams use their highlighting and ratings on the rubric and worksheet to identify and note strengths, areas of need, and goals. Teams complete all sections and ensure that actions are observable and measurable with timelines assigned. Practitioners use the action plan for regular check-ins (at least quarterly) to assess progress, ensure follow through on action items, and make adjustments as needed based on student data.

Assessments

Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.

Screening—The MTSS framework accurately identifies students who need additional support to meet important learning outcomes.

1	3	5
Screening Tools		
There is insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of the need for additional support are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of the need for additional support are accurate, **but the staff is unable** to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of the need for additional support are accurate, and **the staff is able** to articulate the supporting evidence.
Linguistically Matched Screening Tools		
Screening tools assess language and literacy only in English and not students' native language(s).	Evidence of **one** of the following: • Screening tools match language(s) of instruction. • Screening tools assess students' literacy skills in English and their native language(s), to the extent feasible.	Evidence of **both** of the following: • Screening tools match language(s) of instruction. • Screening tools assess students' literacy skills in English and their native language(s), to the extent feasible.

1	3	5
Universal Screening		
None or one of the following conditions is met: • Screening is conducted for all students (i.e., is universal). • Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate). • A process to screen all students occurs more than once per year (e.g., fall, winter, spring).	**Two** of the following conditions are met: • Screening is conducted for all students (i.e., is universal). • Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate). • A process to screen all students occurs more than once per year (e.g., fall, winter, spring).	**All** of the following conditions are met: • Screening is conducted for all students (i.e., is universal). • Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate). • A process to screen all students occurs more than once per year (e.g., fall, winter, spring).
Linguistically Aligned Universal Screening Process		
None or one of the following conditions is met. All students are screened in the following: • Their native language(s) (if feasible) • English • The language of instruction, if different from their native language(s)	**Two** of the following conditions are met. All students are screened in the following: • Their native language(s) (if feasible) • English • The language of instruction, if different from their native language(s)	**All** of the following conditions are met. All students are screened in the following: • Their native language(s) (if feasible) • English • The language of instruction, if different from their native language(s)
Data Points to Verify Risk		
Screening data are **not used** or are used alone to verify decisions about whether a student needs additional support to meet important learning outcomes.	Screening data are **used** in concert with **at least one** other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring, dynamic assessment) to verify decisions about whether a student needs additional support to meet important learning outcomes.	Screening data are **used** in concert with **at least two** other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring, dynamic assessment) to verify decisions about whether a student needs additional support to meet important learning outcomes. .
Language Assessments Used for Instructional Planning		
Oral language assessment data are **not collected** or are not used for instructional planning for ELs.	Oral language assessment data are **collected but are not used** or are inconsistently used for instructional planning for ELs.	Oral language assessment data are **collected and consistently used** for instructional planning for all ELs.

Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student's grade and/or skill level.

1	3	5
Progress-Monitoring Tools		
Selected progress-monitoring tools in English meet **none or one** of the following criteria: • Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level • Specify minimum acceptable growth • Provide benchmarks for minimum acceptable end-of-year performance • Have available reliability and validity information for the performance-level score	Selected progress-monitoring tools in English meet **two or three** of the following criteria: • Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level • Specify minimum acceptable growth • Provide benchmarks for minimum acceptable end-of-year performance • Have available reliability and validity information for the performance-level score	Selected progress-monitoring tools in English meet **all** of the following criteria: • Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level • Specify minimum acceptable growth • Provide benchmarks for minimum acceptable end-of-year performance • Have available reliability and validity information for the performance-level score is available
Linguistically Aligned Progress-Monitoring Tools		
Selected progress-monitoring tools in the native language meet **none or one** of the following criteria: • Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level • Specify minimum acceptable growth • Provide benchmarks for minimum acceptable end-of-year performance • Have available reliability and validity information for the performance-level score	Selected progress-monitoring tools in the native language meet **two or three** of the following criteria: • Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level • Specify minimum acceptable growth • Provide benchmarks for minimum acceptable end-of-year performance • Have available reliability and validity information for the performance-level score	Selected progress-monitoring tools in the native language meet **all** of the following criteria: • Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level • Specify minimum acceptable growth • Provide benchmarks for minimum acceptable end-of-year performance • Have available reliability and validity information for the performance-level score

1	3	5
Progress-Monitoring Process		
Neither of the following conditions is met: • Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention. • Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	**One** of the following conditions is met: • Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention. • Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	**Both** of the following conditions are met: • Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention. • Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

Data-Based Decision Making

Data-based decision-making processes are used to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).

1	3	5
Decision-Making Process		
The mechanism for making decisions about the participation of students in tiered instruction meets **none or one** of the following criteria: • The process is data driven and based on validated methods. • The process involves a broad base of stakeholders, including individuals with EL expertise. • The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or supports).	The mechanism for making decisions about the participation of students in tiered instruction meets **two** of the following criteria: • The process is data driven and based on validated methods. • The process involves a broad base of stakeholders, including individuals with EL expertise. • The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or supports).	The mechanism for making decisions about the participation of students in tiered instruction meets **all** of the following criteria: • The process is data driven and based on validated methods. • The process involves a broad base of stakeholders, including individuals with EL expertise. • The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or supports).
Culturally and Linguistically Responsive Decision-Making Process		
Data are **not collected or analyzed** by different student groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).	Data **may be collected** but are **not regularly analyzed** by different student groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).	Data are **collected and regularly analyzed** by different groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).
Data System		
A data system is in place that meets **two or fewer** of the following conditions: • Users can document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions. • Data are entered in a timely manner. • Data can be represented graphically. • There is a process for setting/evaluating goals.	A data system is in place that meets **three** of the following conditions: • Users can document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions. • Data are entered in a timely manner. • Data can be represented graphically. • There is a process for setting/evaluating goals.	A data system is in place that meets **all** of the following conditions: • Users can document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions. • Data are entered in a timely manner. • Data can be represented graphically. • There is a process for setting/evaluating goals.

1	3	5
Responsiveness to Secondary and Intensive Levels of Intervention		
Neither of the following conditions is met: • Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention. • These decision-making criteria are implemented accurately.	**One** of the following conditions is met: • Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention. • These decision-making criteria are implemented accurately.	**Both** of the following conditions are met: • Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention. • These decision-making criteria are implemented accurately.

Multilevel Instruction

The MTSS framework includes a schoolwide, multilevel system of supports that targets academic success and prevents school failure, commonly represented by a three-tiered triangle.

Primary-Level Instruction/Core Curriculum (Tier I)

1	3	5
Research-Based Curriculum Materials		
Few core curriculum materials are research based for the target population of learners (including ELs).	Some core curriculum materials are research based for the target population of learners (including ELs).	All core curriculum materials are research based for the target population of learners (including ELs).
Culturally and Linguistically Responsive Practices		
Curriculum or instruction **does not** consider students' cultural and linguistic needs.	Curriculum or instruction is **inconsistently** designed for or adapted to students' cultural and linguistic needs.	Curriculum and instruction are **consistently** designed for or adapted to students' cultural and linguistic needs.
Articulation of Teaching and Learning (In and Across Grade Levels)		
Neither of the following conditions is met: • Teaching and learning objectives are well articulated from one grade to another. • Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher.	**One** of the following conditions is met: • Teaching and learning objectives are well articulated from one grade to another. • Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher.	**Both** of the following conditions are met: • Teaching and learning objectives are well articulated from one grade to another. • Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher.
Differentiated Instruction		
Neither of the following conditions is met: • Staff members can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level. • Staff members can explain and implement the school's process for using data to identify and address the needs of students (including ELs).	**One** of the following conditions is met: • Staff members can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level. • Staff members can explain and implement the school's process for using data to identify and address the needs of students (including ELs).	**Both** of the following conditions are met: • Staff members can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level. • Staff members can explain and implement the school's process for using data to identify and address the needs of students (including ELs).

1	3	5
Standards-Based Core Curriculum		
The core curriculum (language and literacy) is **not aligned** with the state standards.	The core curriculum (language and literacy) is **partially aligned** with the state standards.	The core curriculum (language and literacy) is **aligned** with the state standards.
Students Exceeding Benchmark		
Neither of the following conditions is met: • The school provides enrichment opportunities for students exceeding benchmarks. • Teachers implement those opportunities consistently at all grade levels.	**One** of the following conditions is met: • The school provides enrichment opportunities for students exceeding benchmarks. • Teachers implement those opportunities consistently at all grade levels.	**Both** of the following conditions are met: • The school provides enrichment opportunities for students exceeding benchmarks. • Teachers implement those opportunities consistently at all grade levels.

Secondary-Level Intervention (Tier II)—Targeted academic support for students not meeting grade-level benchmark

1	3	5
Evidence-Based Intervention		
Secondary-level interventions are **not evidence based** in content areas and grade levels where they are available.	**Some** secondary-level interventions are **evidence based** in content areas and grade levels where they are available.	**All** secondary-level interventions are **evidence based** in content areas and grade levels where they are available.
Cultural and Linguistic Match of Evidence-Based Intervention to ELs		
The intervention does **not** take into account students' linguistic, cultural, and instructional needs, and does not address both foundational skills and language proficiency.	The intervention **inconsistently** aligns with students' linguistic, cultural, and instructional needs, and inconsistently addresses both foundational skills and language proficiency.	The intervention **consistently** aligns with students' linguistic, cultural, and instructional needs, and consistently addresses both foundational skills and language proficiency.
Alignment With Tier I (Core) Instruction		
Secondary-level intervention is **poorly aligned** with core instruction and does not support core program learning objectives (e.g., language development and academic literacy standards in the first language [L1] and second language [L2]).	Secondary-level intervention incorporates foundational skills, but these are only **occasionally aligned** with the learning objectives of core instruction (e.g., language development and academic literacy standards in the L1 and L2).	Secondary-level intervention is **well aligned** with core instruction and incorporates foundational skills that support the learning objectives of core instruction (e.g., language development and academic literacy standards in the L1 and L2).

1	3	5
Instructional Delivery		
None or one of the following conditions is met: • Interventions are delivered systematically and are culturally and linguistically responsive. • Secondary-level interventions are led by staff members trained in the intervention and in culturally and linguistically responsive pedagogy. • Group size and dosage are optimal (according to research) for the age and needs of students.	**Two** of the following conditions are met: • Interventions are delivered systematically and are culturally and linguistically responsive. • Secondary-level interventions are led by staff members trained in the intervention and in culturally and linguistically responsive pedagogy. • Group size and dosage are optimal (according to research) for the age and needs of students.	**All** of the following conditions are met: • Interventions are delivered systematically and are culturally and linguistically responsive. • Secondary-level interventions are led by staff members trained in the intervention and in culturally and linguistically responsive pedagogy. • Group size and dosage are optimal (according to research) for the age and needs of students.
Relationship to Tier I (Core) Instruction		
Secondary-level interventions **replace** core instruction.	Secondary-level interventions **sometimes supplement** core instruction and **sometimes replace** core instruction.	Secondary-level interventions **always supplement** core instruction.

Intensive Intervention (Tier III)—Individualized support with a focus on the academic needs of students significantly below grade level and students with disabilities

1	3	5
Data-Based Interventions Adapted Based on Student Need		
Intensive interventions are **not more intensive** than secondary interventions (e.g., no increase in duration or frequency, scope of skills, or frequency of progress monitoring).	Intensive interventions are **more intensive** than secondary interventions (e.g., in frequency or duration, scope of skills, or frequency of progress monitoring) but are **not adapted** to individual student needs based on student data (e.g., same group size, same frequency, and same intervention).	Intensive interventions are **more intensive** than secondary interventions (e.g., in frequency or duration, scope of skills, or frequency of progress monitoring) and **are adapted** to individual student needs based on student data (e.g., adapted for group size, frequency, and intervention).
Cultural and Linguistic Match of Intervention to Students		
The intervention does **not align** with students' linguistic, cultural, and instructional needs.	The intervention **inconsistently aligns** with students' linguistic, cultural, and instructional needs.	The intervention **consistently aligns** with students' linguistic, cultural, and instructional needs.

1	3	5
Instructional Delivery		
None of the following conditions is met: • The intervention is individualized and is culturally and linguistically responsive. • Intensive interventions are provided by well-trained staff members experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy. • The group size is optimal (according to research) for the age and needs of students.	**One** of the following conditions is met: • The intervention is individualized and is culturally and linguistically responsive. • Intensive interventions are provided by well-trained staff members experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy. • The group size is optimal (according to research) for the age and needs of students.	**All** of the following conditions are met: • The intervention is individualized and is culturally and linguistically responsive. • Intensive interventions are provided by well-trained staff members experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy. • The group size is optimal (according to research) for the age and needs of students.
Relationship to Tier I (Core) Instruction		
Neither of the following conditions is met: • Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need. • Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	**One** of the following conditions is met: • Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need. • Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	**Both** of the following conditions are met: • Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need. • Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.

Special Education Referral, Identification, and Individualized Education Plans (IEPs) for ELs—Individualized with a focus on the academic needs of ELs being referred for evaluation or ELs with disabilities

1	3	5
Problem-Solving Team and Process		
Neither of the following conditions is met: • Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported. • Team members use oral language data in addition to skills data in problem solving.	**One** of the following conditions is met: • Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported. • Team members use oral language data in addition to skills data in problem solving.	**Both** of the following conditions are met: • Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported. • Team members use oral language data in addition to skills data in problem solving.

1	3	5
Referral for Special Education		
Problem-solving team **does not appropriately consider** severity of need, EL status, and responsiveness to Tier III supports to determine when to make a special education referral. Students are **frequently inaccurately referred or denied a timely referral**.	Problem-solving team **inconsistently considers** severity of need, EL status, and responsiveness to Tier III supports to determine when to make a special education referral. Students are **occasionally inaccurately referred or denied a timely referral**.	Problem-solving team **appropriately considers** severity of need, EL status, and responsiveness to Tier III supports to determine when to make a special education referral. Students are **neither inaccurately referred nor denied a timely referral**.
Parent and Family Involvement		
None or one of the following conditions is met: • Parents/families are involved in all stages of prereferral, IEP development, and placement or given other means to provide feedback and support their child at all stages of the process. • Appropriate interpreter and translation services are provided to ensure participation. • Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community.	**Two** of the following conditions are met: • Parents/families are involved in all stages of prereferral, IEP development, and placement or given other means to provide feedback and support their child at all stages of the process. • Appropriate interpreter and translation services are provided to ensure participation. • Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community.	**All** of the following conditions are met: • Parents/families are involved in all stages of prereferral, IEP development, and placement or given other means to provide feedback and support their child at all stages of the process. • Appropriate interpreter and translation services are provided to ensure participation. • Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community.
Assessment Procedures, Instruments, and Interpretation for Evaluation and Qualification for Services		
None or one of the following conditions is met. Assessment instruments used for qualification for special education services are • selected and administered by trained, knowledgeable personnel; • free of discrimination on a racial or cultural basis; • in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and • reliable and valid for purpose used. (34 C.F.R. 300.304)	At least **two** of the following conditions are met. Assessment instruments used for qualification for special education services are • selected and administered by trained, knowledgeable personnel; • free of discrimination on a racial or cultural basis; • in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and • reliable and valid for purpose used. (34 C.F.R. 300.304)	**All** of the following conditions are met. Assessment instruments used for qualification for special education services are • selected and administered by trained, knowledgeable personnel; • free of discrimination on a racial or cultural basis; • in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and • reliable and valid for purpose used. (34 C.F.R. 300.304)

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Multidisciplinary Team for EL Special Education Eligibility Determination		
The multidisciplinary team is **not in place** and/or **does not include** knowledgeable team members (e.g., individuals with EL expertise) for ELs being evaluated and does not use language data in addition to other assessment data to support eligibility discussion.	The multidisciplinary team is **partially in place** and/or **inconsistently includes** knowledgeable team members (individuals with EL expertise) for ELs being evaluated and uses language data in addition to other assessment data to support eligibility discussion.	The multidisciplinary team is **in place** and **includes** knowledgeable team members (individuals with EL expertise) for ELs being evaluated and uses language data in addition to other assessment data to support eligibility discussion.
IEPs for ELs		
Two or fewer of the following conditions are met: • IEPs contain current level of performance in L1 and L2 (i.e., oral language and literacy). • IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives. • IEPs include culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations. • IEPs include designation of responsibility of intervention implementation. • IEPs recommend least restrictive environment (e.g, bilingual special education, special education with ESL scaffolds).	**Three or four** of the following conditions are met: • IEPs contain current level of performance in L1 and L2 (i.e., oral language and literacy). • IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives. • IEPs include culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations. • IEPs include designation of responsibility of intervention implementation. • IEPs recommend least restrictive environment (e.g, bilingual special education, special education with ESL scaffolds).	**All** of the following conditions are met: • IEPs contain current level of performance in L1 and L2 (i.e., oral language and literacy). • IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives. • IEPs include culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations. • IEPs include designation of responsibility of intervention implementation. • IEPs recommend least restrictive environment (e.g, bilingual special education, special education with ESL scaffolds).

Infrastructure and Support Mechanisms

Knowledge, resources, and organizational structures necessary to operationalize all components of MTSS in a unified system to meet the established goals

1	3	5
Prevention Focus and Intervention Focus		
Staff members **generally** perceive MTSS as a program that solely supports the prereferral process for special education.	**Some staff members understand** that MTSS is a framework to prevent school failure; to support the academic success of all students, including students with disabilities **and ELs**; and to support the referral and special education processes.	**All staff members understand** that MTSS is a framework to prevent school failure; to support the academic success of all students, including students with disabilities **and ELs**; and to support the referral and special education processes.
Leadership Personnel		
Decisions and actions by school and district leaders **result in ineffective implementation** of the essential components of the MTSS framework at the school.	Decisions and actions by school and district leaders are **inconsistent** and only **somewhat supportive** of the essential components of the MTSS framework at the school.	Decisions and actions by school and district leaders **consistently support** the essential components of the MTSS framework at the school and help make the MTSS framework more effective.
Support for MTSS implementation is **not** a priority.	Support for MTSS implementation is **somewhat** a priority.	Support for MTSS implementation is a **high** priority.
Culturally and Linguistically Responsive Leadership Personnel		
Leadership staff members **do not have knowledge** of the language and cultural backgrounds of the students or do not take into account students' language and culture in decision making.	Leadership staff members have **limited knowledge** of the language and cultural backgrounds of the students or **inconsistently** take into account students' language and culture in decision making.	Leadership staff members have **strong knowledge** of the language and cultural backgrounds of the students and **consistently** take into account students' language and culture in decision making.

1	3	5
School-Based Professional Learning		
None or one of the following conditions is met. School-based culturally and linguistically responsive professional learning is • well-defined, • consistent, and • institutionalized, so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of supports.	**Two** of the following conditions are met. School-based culturally and linguistically responsive professional learning is • well-defined, • consistent, and • institutionalized, so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of supports.	**All** of the following conditions are met. School-based culturally and linguistically responsive professional learning is • well-defined, • consistent, and • institutionalized, so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of supports.
Schedules		
Schoolwide schedules are **not aligned** to support multiple levels of intervention based on student need; **inadequate time** is available for interventions.	Schoolwide schedules are **partially aligned** to support multiple levels of intervention based on student need; **some additional time** is built in for interventions.	Schoolwide schedules **are aligned** to support multiple levels of intervention based on student need; **adequate additional** time is built in for interventions.
Resources		
Resources (e.g., funds, programs) are **not allocated** to support MTSS implementation.	Resources (e.g., funds, programs) are **partially allocated** to support MTSS implementation.	Resources (e.g., funds, programs) are **adequately allocated** to support MTSS implementation.
Professional Learning on Cultural and Linguistic Responsiveness		
None or one of the following conditions is met. Staff members have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant • instructional practices, • assessments, and • intervention programs.	**Two** of the following conditions are met. Staff members have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant • instructional practices, • assessments, and • intervention programs.	**All** of the following conditions are met. Staff members have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant • instructional practices, • assessments, and • intervention programs.

1	3	5
Communication With and Involvement of Parents		
None or one of the following conditions is met: • A description of the school's essential components of MTSS is shared with parents. • A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions. • Parents are involved during decision making regarding the progress of students receiving intensive intervention.	**Two** of the following conditions are met: • A description of the school's essential components of MTSS is shared with parents. • A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions. • Parents are involved during decision making regarding the progress of students receiving intensive intervention.	**All** of the following conditions are met: • A description of the school's essential components of MTSS is shared with parents. • A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions. • Parents are involved during decision making regarding the progress of students receiving intensive intervention.
Communication With and Involvement of All Staff Members		
None or one of the following conditions is met: • A description of the school's essential components of MTSS and data-based decision-making process is shared with the staff. • A system is in place to keep the staff informed. • Teacher teams collaborate frequently.	**Two** of the following conditions are met: • A description of the school's essential components of MTSS and data-based decision-making process is shared with the staff. • A system is in place to keep the staff informed. • Teacher teams collaborate frequently.	**All** of the following conditions are met: • A description of the school's essential components of MTSS and data-based decision-making process is shared with the staff. • A system is in place to keep the staff informed. • Teacher teams collaborate frequently.
MTSS Teams		
None or one of the following conditions is met: • The MTSS team is representative of all key stakeholders. • Structures and clear processes are in place to guide decision making. • Time is set aside for the team to meet regularly.	**Two** of the following conditions are met: • The MTSS team is representative of all key stakeholders. • Structures and clear processes are in place to guide decision making. • Time is set aside for the team to meet regularly.	**All** of the following conditions are met: • The MTSS team is representative of all key stakeholders. • Structures and clear processes are in place to guide decision making. • Time is set aside for the team to meet regularly.

Fidelity and Evaluation

System for collecting and analyzing data to measure fidelity and effectiveness of the MTSS model

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Fidelity		
None of the following conditions is met: • Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions. • Procedures are in place to monitor the processes of administering and analyzing assessments.	**One** of the following conditions is met: • Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions. • Procedures are in place to monitor the processes of administering and analyzing assessments.	**Both** of the following conditions are met: • Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions. • Procedures are in place to monitor the processes of administering and analyzing assessments.
Evaluation		
None of the following conditions are met: • An evaluation plan is in place to monitor short- and long-term goals. • Data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective). • Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	**At least one** of the following conditions is met: • An evaluation plan is in place to monitor short- and long-term goals. • Data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective). • Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	**All** of the following conditions are met: • An evaluation plan is in place to monitor short- and long-term goals. • Data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective). • Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.

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