



# MTSS Essential Components Integrity Worksheet

**Purpose:** The purpose of this worksheet is to provide a tool for collecting relevant information and for recording items related to Multi-Tiered Systems of Support (MTSS) implementation at either building or district level. This process is a companion document to assist teams to have deeper discussions about implementing systems to support student success with fidelity.

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

Item	Questions	Comments/Remarks
<i>Screening—The MTSS system accurately identifies students at risk of poor learning outcomes or challenging behaviors.</i>		
<b>Screening Tools</b>	<ul style="list-style-type: none"> <li>✓ What tools do you use for universal screening (probe across content areas)?</li> <li>✓ How much attention was given to the vendor’s evidence regarding the validity, reliability, and accuracy of the tools when selected?</li> <li>✓ Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate with subgroups in your school?</li> <li>✓ Does staff understand how the tool is intended to be used?</li> <li>✓ Can you or other staff provide evidence of the technical adequacy (i.e., reliability, validity, classification accuracy) of the tools?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<b>Universal Screening</b>	<ul style="list-style-type: none"> <li>✓ Describe the process for conducting screening in your school. To what extent is this process consistently followed?</li> <li>✓ Are all students screened?</li> <li>✓ How many times during the school year are students screened?</li> <li>✓ Do you use a well-defined cut score or decision point to identify students at risk?</li> <li>✓ How do you ensure that administration of screening assessments follows the developer’s guidelines?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



<b>Data Points to Verify Risk</b>	<ul style="list-style-type: none"><li>✓ Do you review other information to help verify that the results of the initial screening are accurate before placing a student in secondary-level or intensive intervention?</li><li>✓ If so, what other types of assessment data do you use?</li></ul>	<b>Notes</b> <hr/> <b>Evidence Sources</b> <hr/> <b>Next Steps</b>
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**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.

Item	Questions	Comments/Remarks
<b>Progress Monitoring Tools</b>	<ul style="list-style-type: none"> <li>✓ What tools does your school use for progress monitoring early literacy?</li> <li>✓ Does your school have documentation from the vendor that the tool(s) have been shown to be valid, reliable, and accurate with subgroups in your school?</li> <li>✓ Can staff articulate the evidence supporting the rigor of the tool(s)?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<b>Progress Monitoring Process</b>	<ul style="list-style-type: none"> <li>✓ Describe the process used for monitoring progress.</li> <li>✓ How often is the progress of students in Tier II interventions monitored?</li> <li>✓ How often is the progress of students in intensive (Tier III) intervention monitored?</li> <li>✓ Does monitoring occur with sufficient frequency to show a trend in academic progress over time?</li> <li>✓ How closely does administration of the progress monitoring tool(s) follow the developer's guidelines?</li> <li>✓ To what extent is this process consistently followed?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>

**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).

Item	Questions	Comments/Remarks
<b>Decision-Making Process</b>	<ul style="list-style-type: none"> <li>✓ Describe how decisions are made to move students between tiers.</li> <li>✓ Who is involved in decision making?</li> <li>✓ What data are used to inform those decisions, and how are they used?</li> <li>✓ What criteria and guidelines are used for making decisions?</li> <li>✓ To what extent are the screening, progress monitoring, and other assessment data used to inform instruction at all tiers, including the core instruction?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<b>Data System</b>	<ul style="list-style-type: none"> <li>✓ Is there a system for collecting and organizing student academic data, screening data, progress monitoring data, and other forms of data? If so, please describe.</li> <li>✓ Is the system used consistently across school staff?</li> <li>✓ Are instructional decisions made about students tracked in the data system or through another method (including movement between tiers)?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



<p><b>Responsiveness to Tier II (Secondary) and Tier III (Intensive)</b></p> <p><b>Levels of Intervention</b></p>	<ul style="list-style-type: none"> <li>✓ Describe how decisions about responsiveness to secondary-level interventions or intensive intervention are made.</li> <li>✓ Are progress monitoring data used?</li> <li>✓ How is baseline performance established?</li> <li>✓ What goal setting method is used? (e.g., end-of-year benchmarks, rate of improvement, intra-individual framework? Are rates or norms provided by the vendor/developer?</li> <li>✓ What decision rules are used?</li> <li>✓ Are the criteria implemented accurately and consistently?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
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**Multilevel Instruction:** The MTSS framework includes a school-wide, multilevel system of instruction and interventions for preventing student Failure.

Item	Questions	Comments/Remarks
<b>Tier I (Primary Level) Core Instruction/Curriculum</b>		
<b>Research-Based Curriculum Materials</b>	<ul style="list-style-type: none"> <li>✓ Describe primary-level instruction (core curriculum) materials.</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<b>Articulation of Teaching and Learning (in and across grade levels)</b>	<ul style="list-style-type: none"> <li>✓ Describe the process that supports the articulation of teaching and learning from one grade to another.</li> <li>✓ Describe the process that supports the articulation of teaching and learning among teachers in the same grade.</li> <li>✓ How consistent is the learning experience among students in the same grade and subject with different teachers?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



<p><b>Differentiated Instruction</b></p>	<ul style="list-style-type: none"> <li>✓ To what extent do teachers in this school use student assessment data and knowledge of student readiness, language, and culture to offer students in the same class different teaching and learning strategies to address student needs?</li> <li>✓ How consistent is this effort among the teaching staff?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<p><b>Standards-Based</b></p>	<ul style="list-style-type: none"> <li>✓ To what extent is the core curriculum in reading and mathematics aligned to state standards?</li> <li>✓ Are the instructional materials aligned to the standards? Are model or sample lessons and activities that demonstrate effective teaching of the standards available to teachers?</li> <li>✓ Have teachers been trained in the content of the standards and in how to use that content within their lessons?</li> <li>✓ Are teachers utilizing their training and aligning their instruction to these standards?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<p><b>Exceeding Benchmark</b></p>	<ul style="list-style-type: none"> <li>✓ Are programs and activities provided to enrich or augment the curriculum for students exceeding benchmarks? If so, please describe.</li> <li>✓ Are any of these programs and activities available above and beyond the core instruction?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>





**Tier II (Secondary Level) Intervention**

Item	Questions	Comments/Remarks
<p><b>Evidence-Based Intervention</b></p>	<ul style="list-style-type: none"> <li>✓ What program(s) does your school use for secondary-level intervention?</li> <li>✓ How were these programs selected?</li> <li>✓ Have these programs demonstrated efficacy with the target populations (e.g., has research shown that the interventions positively impact student achievement)?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<p><b>Complements Core Instruction</b></p>	<ul style="list-style-type: none"> <li>✓ How do instructors of secondary-level interventions ensure that the content they address is well aligned and complements the core instruction for each student?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



<p><b>Instructional Characteristics</b></p>	<ul style="list-style-type: none"> <li>✓ Are the secondary level interventions always led by staff adequately trained to implement the interventions with fidelity?</li> <li>✓ If not, who provides the secondary level intervention and what is their background?</li> <li>✓ Are the secondary interventions always conducted with small groups of students?</li> <li>✓ What is the maximum group size?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<p><b>Addition to Primary</b></p>	<ul style="list-style-type: none"> <li>✓ Are secondary-level interventions (i.e., Tier II) always implemented as supplements to the core curriculum?</li> <li>✓ If not, please explain.</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



<b>Tier III (Intensive Intervention)</b> <i>Individualized with a focus on the academic needs of students with disabilities and those significantly below grade level.</i>		
Item	Questions	Comments/Remarks
<b>Data-Based Interventions Adapted Based on Student Need</b>	<ul style="list-style-type: none"> <li>✓ How are evidence-based interventions intensified or individualized at the intensive level?</li> <li>✓ How are the interventions used at this level developed?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<b>Instructional Characteristics</b>	<ul style="list-style-type: none"> <li>✓ Who provides intensive intervention? Can you describe their background and level of training in providing data- based individualized instruction?</li> <li>✓ Does the group size allow for the interventionist to adjust and individualize instruction to address the needs of each student?</li> <li>✓ Describe an example of a student experiencing intensive intervention.</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



<b>Relationship to Primary</b>	<ul style="list-style-type: none"><li>✓ Are intensive interventions always implemented as supplements to the core curriculum?</li><li>✓ If not, please explain.</li><li>✓ How do you decide if a student receiving intensive intervention should remain in primary-level instruction?</li><li>✓ How do you ensure meaningful connections between intensive intervention and the general education curriculum (e.g., the Common Core)?</li></ul>	<b>Notes</b> <hr/> <b>Evidence Sources</b> <hr/> <b>Next Steps</b>
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***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.***

Item	Questions	Comments/Remarks
<b>Prevention Focus</b>	<ul style="list-style-type: none"> <li>✓ To what extent do you believe the teaching staff views the purpose of MTSS as primarily to prevent students from having academic and/or behavioral problems?</li> <li>✓ What primarily of the teaching staff view MTSS as primarily a means for special education identification?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<b>Leadership Personnel</b>	<ul style="list-style-type: none"> <li>✓ To what extent are the school and district administrators aware of the MTSS framework at your school?</li> <li>✓ To what extent do the actions taken and decisions made by district administrators improve the effectiveness of the MTSS framework at your school?</li> <li>✓ To what extent do the actions taken and decisions made by school administrators improve the effectiveness of the MTSS framework at your school?</li> <li>✓ Does your school have a designated person who oversees and manages MTSS implementation? If yes, what percentage of that person's time is devoted to overseeing and managing MTSS?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



<p><b>School-Based Professional Development</b></p>	<ul style="list-style-type: none"> <li>✓ Has the staff been trained on the MTSS framework and essential components?</li> <li>✓ How often is refresher or new training provided?</li> <li>✓ Is MTSS training provided to new teachers?</li> <li>✓ What ongoing professional development is made available for those who provide secondary-level and intensive intervention?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<p><b>Schedules</b></p>	<ul style="list-style-type: none"> <li>✓ Does the schedule reflect 90-120 minute literacy block 5 days a week?</li> <li>✓ Is additional time beyond the core for Tier II (secondary) level?</li> <li>✓ Is additional 30 minutes for Tier III (intensive) intervention?</li> <li>✓ Is there time scheduled for teacher collaboration on instruction and interventions?</li> <li>✓ Are all the teachers and interventionists available for these collaborative meetings?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>

<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>✓ Are there adequate materials, programs, and resources allocated to support interventions, assessments, professional development, staffing?</li> <li>✓ Do the programs and materials match the needs of the students at each tier?</li> <li>✓ Is there a process for monitoring the use of resources?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<p><b>Cultural and Linguistic Responsiveness</b></p>	<ul style="list-style-type: none"> <li>✓ What efforts have been made to ensure that core instruction, secondary-level and intensive intervention, and assessments take into account cultural and linguistic factors?</li> <li>✓ How are the demographic and academic data of subgroups represented in your school used to inform the MTSS framework?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<p><b>Communications With and Involvement of Parents</b></p>	<ul style="list-style-type: none"> <li>✓ Are parents knowledgeable about the MTSS framework in your school?</li> <li>✓ Describe how you communicate with parents about MTSS and student performance.</li> <li>✓ How are parents involved in decision making regarding the participation of their child in secondary-level or intensive intervention?</li> <li>✓ How are parents of students at the secondary or intensive level informed of the progress of their children?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



<p><b>Communication With and Involvement of All Staff</b></p>	<ul style="list-style-type: none"> <li>✓ Are teachers in your school knowledgeable about the MTSS framework?</li> <li>✓ Describe how you communicate with teachers about the school's MTSS plan.</li> <li>✓ How are teachers of students at the secondary or intensive level informed of their progress in the intervention?</li> <li>✓ What process does your school use to ensure teacher collaboration in implementing MTSS?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<p><b>MTSS Teams</b></p>	<ul style="list-style-type: none"> <li>✓ Does your school have an MTSS team? If so:             <ul style="list-style-type: none"> <li>○ Who composes that team?</li> <li>○ How often does the team meet?</li> <li>○ Are there established processes and protocols that help the team work effectively? What are they?</li> <li>○ How does the team communicate and collaborate with other staff?</li> </ul> </li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>



***Fidelity and Evaluation—System for collecting and analyzing data to measure fidelity and effectiveness of the MTSS model.***

Item	Questions	Comments/Remarks
<b>Fidelity</b>	<ul style="list-style-type: none"> <li>✓ Are procedures in place to monitor the fidelity of implementation of the core curriculum? Of secondary-level and intensive intervention? Of screening, progress monitoring, and the decision- making process? If so please describe.</li> <li>✓ Who is involved in monitoring the fidelity of implementation?</li> <li>✓ Does the evidence indicate that instruction, interventions, assessments, and decisions are implemented with fidelity?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>✓ How is MTSS evaluated at your school?</li> <li>✓ Is a plan in place for evaluation?</li> <li>✓ Is a process in place for reviewing student-level data for all students and for subgroups of students?</li> <li>✓ Is a process in place to evaluate implementation fidelity?</li> <li>✓ How are evaluation data used?</li> <li>✓ Are teachers and interventionists involved in giving and receiving feedback on the effectiveness of the programs and materials?</li> <li>✓ Who is involved in evaluating MTSS implementation?</li> </ul>	<p><b>Notes</b></p> <hr/> <p><b>Evidence Sources</b></p> <hr/> <p><b>Next Steps</b></p>