

MTSS Guiding Questions

Tier 1

<input type="checkbox"/>	1. Is our Tier 1 sufficient?
	Step 1: Identify screening tools.
	Step 2: Identify scoring guide points on screening tools for highly proficient, proficient, and not proficient
	Step 3: Collect universal screening data.
	Step 4: Enter, organize, and summarize data.
	Step 5: Are 80% of your students proficient? If no, go to Question 2. If yes, go to Step 6.
	Step 6: Are 80% of your students proficient with Tier 1 instruction alone? If yes, go to Question 6. If no, go to Question 2.
<input type="checkbox"/>	2. If the Tier 1 is not sufficient, why not?
	Step 1: Have high quality Tier 1 instructional practices been established and communicated? (Including curriculum, instruction, and use of assessments to guide instruction.) If yes, ensure established high quality instructional practices are taking place. If no, establish high quality instructional practices and ensure staff has the essential knowledge and skills. Is adequate time allocated for Tier 1 instruction? If yes, ensure time is being maximized. If no, revisit current schedule.
	Step 2: Review Environment: Have expectations for the desirable learning environment been established and communicated? If yes, ensure desirable learning environments exist. If no, establish expectations for the desirable learning environment and ensure staff has the essential knowledge and skills.
<input type="checkbox"/>	3. How will needs identified in Tier 1 be addressed?
	Step 1: Determine needs.
	Step 2: Identify resources/training needed to address identified needs.
	Step 3: Develop an action plan.
	Step 4: Implement the plan
	Step 5: Evaluate the impact of the plan on Tier 1.
<input type="checkbox"/>	4. How will the sufficiency and effectiveness of Tier 1 be monitored over time?
	Step 1: What are the key indicators of success?
	Step 2: What is the baseline performance?
	Step 3: What is the desired goal?
	Step 4: Determine your data collection plan.
	Step 5: Make decisions about the sufficiency and effectiveness of Tier 1.
<input type="checkbox"/>	5. Have improvements to the Tier 1 been effective?
	Step 1: Consider student achievement data (Screening) and other data that match indicators of success.
	Step 2: Compare current performance with baseline data.
	Step 3: Consider implementation data.
	Step 4: Make decision about effectiveness.
	Step 5: Begin needs assessment again.

Tier 2 and Tier 3

<input type="checkbox"/>	6. For which students is Tier 1 not sufficient, and why?	
	Step 1: List students for whom the core is not sufficient (significantly exceeding or less than proficient).	
	Step 2: Determine diagnostic assessment tool(s)/process to identify instructional/curricular needs.	
	Step 3: Determine expectations of performance for the diagnostic tool(s)/process.	
	Step 4: Plan logistics and collect diagnostic data	
	Step 5: Organize, summarize, and display results.	
<input type="checkbox"/>	7. What specific Tier 2 and/or Tier 3 instruction/curriculum is needed?	
	Step 1: Identify resources district currently has to match students' needs.	
	Step 2: Identify additional resources needed to match students' needs.	
<input type="checkbox"/>	8. How will Tier 2 and/or Tier 3 be implemented? (Steps in no particular order)	
	Step 1: Determine level of intervention: grade-wide, class-wide, small group, or individual	
	Step 2: Review materials/strategies/processes selected for instructional groups and/or individuals.	
	Step 3: Determine who will provide instruction/curriculum.	
	Step 4: Establish when, where, and how often instruction will occur.	
	Step 5: Determine how you will monitor fidelity of implementation.	
	Step 6: Document in written form (intervention form, personalized education plan-TAG, individualized education plan-IEP)	
<input type="checkbox"/>	9. How will the effectiveness of Tier 2 and Tier 3 be monitored?	
	Step 1: Select progress monitoring/formative assessments.	
	Step 2: Set goals for student performance using baseline data.	
	Step 3: Organize materials for on-going data collection.	
	Step 4: Determine who will collect the data and how often.	
	Step 5: Determine decision-making rule.	
	Step 6: Provide instruction/curriculum as designed and monitor implementation integrity and student performance .	
<input type="checkbox"/>	10. Which students need to move to a different tier?	
	Step 1: Review progress monitoring/formative assessment data.	
	Step 2: Plan for and document instructional/curricular changes if needed.	