District-Wide Multi-Tired Systems of Support for ALL Students
Scorecard Rubric

	Universal Screening / Progress Monitoring			
	Implementing (4)	*In Progress (3)*	*Beginning (2)*	*Not Implementing (1)*
Question 1. Does our district have a documented district-wide plan to identify, use and sustain Universal Screening tools in the areas of literacy, numeracy, behavior and Early Warning Systems?				
Q1 Literacy	Research-based universal screener in literacy has been identified, all measures appropriate to each grade level are used 3-4 times per year, and we have a documented process to sustain continued use preK-12 district-wide.	We have identified a research-based universal screener in literacy preK-12 and all measures appropriate to each grade level are used 3-4 times per year, but we do not have a plan for sustaining it.	We have identified a literacy universal screener, but we are not using all of the appropriate measures at every grade level preK-12 or not at all schools.	We have not identified or used a research-based screener in literacy district-wide, or we screen less than 3 times per year.
Q1 Numeracy	Research-based universal screener in numeracy has been selected, all measures appropriate to each grade level are used 3-4 times per year, and we have a documented process to sustain continued use preK-12 district-wide.	We have identified a research-based universal screener in numeracy preK-12 and all measures appropriate to each grade level are used 3-4 times per year, but we do not have a plan for sustaining it.	We have identified a numeracy universal screener, but we are not using all of the appropriate measures at every grade level preK-12 or not at all schools.	We have not identified or used a research-based screener in numeracy district-wide, or we screen less than 3 times per year.
Q1 Behavior	A multi-tiered research-based tracking system for behavior has been selected preK-12 district-wide, and we have a documented process for sustaining its use. This system *continually* tracks and reviews positive behavior and behavior incident reports by all of the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Some schools are using a multi-tiered research-based system to track, in a continual manner, behavior incident reports by all of the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavior incident reports are tracked by some of the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision *or* only some school staff are tracking the data.	We have not selected or implemented a behavior tracking system that tracks along the following variables: learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.

Updated 10/21/16

Universal Screening / Progress Monitoring

	Implementing (4)	In Progress (3)	Beginning (2)	Not Implementing (1)
Q1 EWS	An Early Warning System has been selected and is being implemented preK-12 district-wide. This system systematically and regularly tracks absent rate, behavior incidence reports, suspension/expulsion, retention, course failures, below benchmark status, GPA and number of credits earned. Screening data are collected 3-4 times per year, aligned with the academic calendar.	Most schools (half or more) are using an Early Warning System systematically and regularly for some grade levels to track some but not all indicators.	Some schools (less than half) are using an Early Warning System, but not systematically or regularly, and not for all indicators.	We have not selected or implemented an Early Warning System.
Question 2. Do we have an identified system to analyze our data 3-4 scheduled times per year at each level (district, building and grade)?				
	We have a developed district-wide system (preK-12) for analyzing all data components (literacy, numeracy, behavior and EWS) at a minimum of 3-4 scheduled times per year at all levels (district, building and grade).	We analyze data at the district, building and grade level at a minimum of 3-4 scheduled times per year, but we do not look at all of the components (literacy, numeracy, behavior and EWS).	We analyze data from some but not all components (literacy, numeracy, behavior, EWS) and formal data analysis occurs less than 3 scheduled times per year.	We do not analyze data for any components (literacy, numeracy, behavior, EWS) and we do not have any scheduled times for data analysis.
Question 3. Does our district have a systematic plan to train, support and coach all instructional staff to administer universal screeners with fidelity and analyze data, and is time allocated throughout the year to perform these tasks on a regular basis?				
	The district has a documented process that is consistently implemented to train, support and coach all instructional staff to administer universal screeners with fidelity and analyze data. All instructional staff have been formally trained, and time is allocated regularly throughout the year to perform these tasks.	We have identified staff in each building district wide, who administer universal screeners with fidelity and facilitate data team meetings to analyze data, and have time allocated to perform these tasks.	We have identified staff in most buildings district wide, who can administer universal screeners with fidelity and facilitate data team meetings to analyze data, but allocated time has not been formally provided.	We do not have identified staff in any buildings in our district, who can administer universal screeners with fidelity and facilitate data team meetings to analyze data.

Universal Screening / Progress Monitoring			
Implementing (4)	*In Progress (3)*	*Beginning (2)*	*Not Implementing (1)*

Question 4 Does our district have an established progress monitoring system that is documented, consistently implemented and based upon research for all learners who are receiving supplemental and intensive instruction in literacy, numeracy and behavior?

Implementing (4)	In Progress (3)	Beginning (2)	Not Implementing (1)
There is an established district-wide progress-monitoring system being used in every school that is documented, consistently implemented and based on research and defined decision-rules for all learners who are receiving supplemental and intensive instruction in literacy, numeracy and behavior.	Most schools (half or more) have individually established progress-monitoring system that is documented, consistently implemented and based on research and defined decision-rules for all learners who are receiving supplemental and intensive instruction in literacy, numeracy and behavior.	Some schools (less than half) have individually established progress-monitoring systems that are documented and consistently implemented, not always based on research or defined decision-rules, for all learners who are receiving supplemental and intensive instruction in literacy, numeracy or behavior.	No schools have an established progress-monitoring system that is documented, consistently implemented and based on research in any areas.

Question 5 Does our district have identified staff at each building with skill and time allocated to lead and coordinate training, coaching and implementation of the progress monitoring system?

Implementing (4)	In Progress (3)	Beginning (2)	Not Implementing (1)
All schools have identified staff with the skill set to lead and coordinate training, coaching and implementation of the progress monitoring and have time allocated continually throughout the year.	Most schools (half or more) have identified staff with the skill set to lead and coordinate training, coaching and implementation of progress monitoring. Their time has been allocated continually throughout the year.	Some schools (less than half) have identified staff with the skill set to lead and coordinate training, coaching and implementation of progress monitoring. Their time has been allocated continually throughout the year.	No schools have identified staff with the skill set to lead and coordinate training, coaching and implementation of progress monitoring. Their time has been allocated continually throughout the year.

Question 6 Have all staff at each building received formal training and continuous support to implement research-based progress monitoring strategies, including decision rules, gap analysis, and goal setting?

Implementing (4)	In Progress (3)	Beginning (2)	Not Implementing (1)
All instructional staff at each building are formally trained and continually supported/coached to implement research-based progress-monitoring strategies, including decision rules, gap analysis and goal setting, for all students who are receiving tiered interventions.	Specific staff at each building are formally trained and continually supported/coached to implement research-based progress monitoring strategies, including decision rules, gap analysis and goal setting, for all students who are receiving tiered interventions.	Specific staff are formally trained, but not continually supported/coached, to implement research-based progress monitoring strategies, but are not necessarily using research-validated decision rules, gap analysis or goal-setting for all students receiving tiered interventions.	No staff are formally trained, and few students receiving tiered interventions are being progress monitored.

Tiered Systems/ Research-Based Curriculum and Instruction			
Implementing(4)	*In Progress (3)*	*Beginning (2)*	*Not Implementing (1)*
Question 1. Does the district ensure that all schools have an identified system/process for data analysis to evaluate and document the adequacy of all academic and behavioral curricular materials used across tiers?			
The district has a documented system/process at all schools for systematically analyzing tier 1, tier 2 and tier 3 data to evaluate and document the adequacy of all academic and behavioral curricular materials.	Most schools (half or more) systematically analyze data to evaluate and document the adequacy of all academic and behavioral curricular materials, but not at all 3 tiers.	Some schools (less than half) analyze academic and/or behavioral data to evaluate and document the adequacy of all academic and behavioral curricular materials, but not systematically.	Few or no schools formally analyze data to evaluate and document the adequacy of any curricular materials.
Question 2 Does the district have a documented system to ensure that all academic and behavioral curricular materials are research and evidence based and aligned to learner needs and Career and College Readiness Standards?			
The district has a documented system to ensure that all academic/behavioral curricular materials are research and evidence based and aligned to learner needs and Career and College Readiness Standards.	The district has a documented system to ensure that some academic/behavioral curricular materials are research and evidence based. Alignment to student needs and Career and College Readiness Standards is being investigated.	District and schools rely on publishing company for documentation of the evidence base for the academic and behavioral curricular materials used across tiers. Alignment to student needs and Career and College Readiness Standards is being investigated.	There is unknown or insufficient research and evidence base for academic/ behavioral curricular materials.
Question 3 Does the district ensure that all schools systematically select research and evidence based instructional practices that are an appropriate match for the academic and behavioral needs of the learner at each tier?			
The district ensures systematic selection of research-based instructional practices/strategies that are an appropriate match for the needs of the learner at all tiers for both academic and behavior.	Individual buildings select research-based instructional practices/strategies to address the needs of all learners at all tiers for both academic and behavior.	Supplemental and intense curricula for behavior and academics are available but not based on learner need.	All learners receive the same instruction at the same time and behavior is addressed randomly or not at all regardless of need.

Tiered Systems/ Research-Based Curriculum and Instruction			
Implementing(4)	*In Progress (3)*	*Beginning (2)*	*Not Implementing (1)*

Question 4   Does the district have a systematic plan to train, support and coach all instructional staff to implement research based academic instructional practices at all tiers?

The district has a documented process to train and support staff in using academic core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff implements the curricula and programs to ensure fidelity of implementation.	Buildings provide training and support in using academic core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff is provided the scope and sequence for introducing concepts to learners. Minimal feedback and coaching are provided to teachers.	Staff at each building are provided isolated trainings to implement research based interventions.	Staff at each building are provided with academic and/or behavioral materials and are expected to implement according to the teachers' manual.

Question 5 Does the district have a systematic plan to train, support and coach all staff to implement Positive Behavior Interventions and Supports (PBIS) and a system to monitor fidelity?

District ensures that all schools are trained to implement PBIS, and a process is in place to check the fidelity of implementation at every level (school-wide, classroom, non-classroom and individual student). Continual feedback and coaching support are provided to all staff.	All staff at most schools (half or more) have received training in and are implementing PBIS. Feedback and coaching are provided to staff, but fidelity data are not being collected at every level (school-wide, classroom, non-classroom and individual student).	Some staff at some schools (less than half) have received training in PBIS. Coaching support and fidelity measurement are inconsistent.	No schools or staff have received formal training in PBIS.

Question 6 Does the district have a system to monitor fidelity of academic and behavioral curricula and program implementation at all tiers?

A district-wide system is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff provided throughout the year.	The fidelity of academic and behavioral curricula and program implementation at all tiers is specifically reviewed through the observation of staff during personnel evaluation and feedback is provided at that time.	The fidelity of implementation of the academic and behavioral curricula and programs at all tiers is checked by having staff turn in samples of lesson plans.	It is assumed that all staff is implementing academic and behavioral curricula and programs at all tiers with fidelity.

Updated 10/21/16

Shared Leadership

	Implementing (4)	In Progress (3)	Beginning (2)	Not Implementing (1)
Question 1 Do formal leadership teams exist at all levels (district, building and grade) that include broad representation, and are there documented structures to guide team processes,actions, and resource allocation?				
	Formal leadership teams exist at all levels (district, building and grade) that include broad representation from administration, staff, learners and family/community. There is a district-documented structure to guide team processes, actions, professional development , and allocated resources are in place to support leadership teamsand train all staff.	Formal leadership teams exist at all levels, and include representation from some but not all: administration, staff, learners and family/ community. Individual buildings have determined their own structure to guide team processes. Leadership teams have attended professional development (e.g. MiBLSi).	Formal leadership teams exist only on some levels. Team processes vary. Some leadership teams have attended professional Development (e.g. MiBLSi).	No formal leadership teams exist.
Question 2 Is time prioritized and allocated for each leadership team to meet regularly to address learner academic and behavioral success in an integrated manner?				
	Time is allocated for each leadership team to address learner academic and behavioral success in an integrated manner. Meetings are scheduled and attended. DLT meets at least 4 times per year, SLT meets at least monthly, and GLT meet at least monthly.	There is one integrated leadership team identified to address academic and behavioral success at some, but not all levels (DLT, SLT, GLT), and/or meetings are regularly scheduled and attended.	There are separate leadership teams for literacy, numeracy and/or behavior, which are informally identified and meet sporadically to address concerns.	There are leadership teams, but they do not meet regularly and/or do not look at data.
Question 3 Are team member roles and responsibilities clearly identified, and are action plans and tasked accomplished?				
	The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole. Team members leave each meeting with an action plan, and a specific list of tasks are determined and accomplished by each team member by a set time.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole. Actions and tasks are determined but not always accomplished.	General roles and responsibilities are identified for each team member. Action plans are not determined or documented at every meeting.	No clear role is identified for how each leadership team member will support MTSS.

Shared Leadership

	Implementing (4)	In Progress (3)	Beginning (2)	Not Implementing (1)
Question 4 Do the leadership teams regularly engage in formal problem solving using district/building/grade level data and frequent, up-to-date reports for both academics and behavior?				
	The leadership teams regularly engage in formal problem solving using district/building/grade level data, which is supported by a data management system that provides frequent, up-to-date reports for both academics and behavior. Data are shared with district, building, students, families and community.	The leadership teams have scheduled meetings to analyze district/building/grade level data, but the data management system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.	District/building/grade level data are reviewed by the leadership team, but results are not shared with others.	District/building/grade level data are not reviewed regularly by the leadership team or shared with others.
Question 5 Has the district developed an MTSS communication plan that is designed to provide information and data on a formal and frequent basis, and is it utilized to communicate with district, building, students,families, and community partners?				
	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building, students, families, and community partners about MTSS.	Communication within the leadership team, with building staff, and with community collaborators about MTSS is planned but does not occur frequently or as planned.	Communication within the leadership team and with building staff occurs inconsistently and is not planned. Communication with community collaborators about MTSS does not occur.	No clear or consistent communication plan is in place to support implementation of MTSS.
Question 6 Does the district employ and have a plan to sustain MTSS coaches or other identified staff with the MTSS skill set to support every school?				
	The district employs MTSS coaches and allocates time of other identified staff with the MTSS skill set to support MTSS implementation in every school. The district has a long-range plan to sustain and support this role in every school.	The district employs MTSS coaches or allocates time of other identified staff with the MTSS skill set to support MTSS implementation in every school. The district does not have a long-range plan to sustain and support this role in every school.	The district has identified staff with the MTSS skill set, but these individuals do not have sufficient time allocated for MTSS activities.	The district does not have any staff identified to support the MTSS process.

	Shared Leadership			
	Implementing (4)	**In Progress (3)**	**Beginning (2)**	**Not Implementing (1)**
Question 7 Do you have a systematic plan to support building principals in leading MTSS implementation?				
	A district-level process has been established to provide systematic and continuous support to building principals in leading MTSS implementation. This process is designed to support leading in second-order change, developing technical and adaptive leadership skills, and using academic and behavioral core, supplemental and intense curricular materials and programs.	A district plan has been established to provide support to building principals, but may not be specifically designed to address all key essential components of MTSS implementation.	A district plan has not been established to systematically support principals in implementing MTSS, but principals attend professional development provided on MTSS.	A district plan has not been established to support principals in MTSS implementation. Principals are not provided opportunities to learn about MTSS.
Question 8 Does the district have an established district leadership team that includes all central office administrators (i.e. superintendent, curriculum director, special ed. director, business manager, human resource director, technology director) who meet regularly to provide focused leadership, unify efforts, and allocate resources to support MTSS implementation?				
	Central office administrators work collaboratively to unify efforts and deploy resources to implement MTSS successfully district-wide. They are equal members and participate regularly on the district leadership team. The district leadership team functions as a decision-making and policy-setting entity. The team focuses on a small number of core priorities that have leverage power.	Central office administrators work collaboratively to unify efforts and deploy resources to implement MTSS successfully district-wide. The team has a variety of competing initiatives and has not unified efforts around a small number of core priorities.	Central office administrators meet regularly and function as a decision-making and policy-setting entity, but all members do not always participate equally. They do not have a unified focus on MTSS, have not identified core priorities, and often operate independently.	Central office administrators do not meet regularly and operate independently.

Shared Leadership

	Implementing (4)	In Progress (3)	Beginning (2)	Not Implementing (1)
Question 9 Does the district leadership team use student data and input from staff to determine professional development needs and allocation of resources?				
	The district leadership team routinely utilizes student data and staff input to allocate district resources and determine an annual professional development plan with clearly defined professional development opportunities for all staff.	Individual buildings determine resource deployment and professional development opportunities for staff utilizing student data and staff input.	Individual buildings deploy resources and determine professional development opportunities for staff without utilizing student data or staff input.	Professional development is provided based on individual requests and available resources.

Problem-Solving/ Data-Based Decision Making

	Implementing (4)	In Progress (3)	Beginning (2)	Not Implementing (1)
Question 1 Do you have a plan to provide ongoing training and support for all staff to ensure skills and knowledge for use of a problem solving framework with fidelity? *(includes problem identification, problem analysis, implementation plan and response to intervention)				
	There is a documented district process that provides ongoing training and support to ensure all staff have the skills and knowledge of a consistent, district wide problem solving framework,* that is used with fidelity.	Individual buildings use a problem solving framework,* and provide training and support to all staff.	Some staff are given the opportunity to receive professional development in a problem solving framework.	There is no identified plan and training and support are not provided for staff (in any) related to the problem solving framework.
Question 2 Do all staff at each level (district, building, and grade) analyze and interpret data to guide decisions related to academics and behavior using the problem solving framework with fidelity? *(includes problem identification, problem analysis, implementation plan and response to intervention)				
	All staff analyzes and interprets data using document decision rules at each level and a common problem solving framework* with fidelity to guide decisions related to academics and behavior, (including following clearly documented decision rules at all levels (district, building, grade and student).	Some staff have an understanding of how to analyze and interpret data using clearly document decision rules for problem solving and use it consistently to guide decisions related to academics and behavior but not at all levels, (including following clearly documented decision rules, but it is not used at all levels.)	The Leadership Team informally uses a problem solving framework but has no decision rules. The staff can analyze some of the simplest data elements but doesn't know how to interpret the results and the framework is not used at all levels.	The Team does not use the problem solving framework to guide decision making. And the staff does not understand how to interpret the results.
Question 3 Do you have an efficient MTSS student management system to provide all staff easy access to MTSS /student data?				
	There is an established and implemented MTSS student management system to provide all staff easy access to MTSS/ student data.			There is not an established and implemented MTSS student management system to provide all staff easy access to MTSS/ student data.

Problem-Solving/ Data-Based Decision Making			
Implementing (4)	*In Progress (3)*	*Beginning (2)*	*Not Implementing (1)*
Question 4 Do we have an identified and available staff member designated at each building, with the MTSS Coaching skill set and time allotted to coordinate and support local district/building leadership team meetings to collect and analyze data and track fidelity of the problem solving framework?			
There is a district process to ensure there is staff designated at every building with the skill set and time allotted to coordinate and support district/building teams to collect and analyze data.	All individual buildings have available staff to coordinate and support building leadership teams to collect and analyze data.	Some individual buildings have available staff to coordinate and support building leadership teams to collect and analyze data.	There are no district or building staff designated or made available to help coordinate teams to collect and analyze data.
Question 5 Do we have a district process to use data to assess the implementation fidelity of all essential components of MTSS at the student, grade, building and district levels?			
There is a documented district process to use data at the student, grade, building, and district-levels to assess the fidelity of implementation of all essential components of MTSS.	All individual buildings assess fidelity for all MTSS essential components at some levels, but it is not supported by a district plan.	Some individual buildings assess fidelity for some MTSS essential components	There is no district plan to assess fidelity of MTSS process and practices