

Essential Elements Matrix - Tier 2

School District: _____

School: _____

Element	Does Not Meet	Meets	Exceeds	Evidence Source
1. Progress monitoring of the target areas	<p>___ Conducts progress monitoring of some students;</p> <p>___ fewer than twice weekly (less than 20 data points);</p> <p>___ not at equal intervals;</p> <p>___ monitoring does not measure the same skills each time; and</p> <p>___ does not measure all applicable skills.</p>	<p>___ Conducts progress monitoring of all Tier 2 students;</p> <p>___ twice weekly;</p> <p>___ equals at least 20 data points for a minimum of 10 weeks;</p> <p>___ at approximate equal intervals;</p> <p>___ measures the same skills the same way each time; and</p> <p>___ measures all applicable skills.</p>	N/A	<p>___ The district can provide permanent product data (i.e., probes, passages, observation forms, etc.) including, but not limited to: fluency, reasoning, percentage of behavior, mazes, cloze procedures, etc.</p> <p>___ The permanent products are dated at the time they were administered.</p>
2. Documentation of progress in target areas through a graphical display	<p>___ Data are not present.</p> <p>___ Data are not presented in a graph format.</p> <p>___ Graph does not include target behavior, actual performance, sessions, aim line, or goal line.</p>	<p>___ Data are present.</p> <p>___ Data are presented in a graph format for each student.</p> <p>___ Graph includes target behavior, actual performance, sessions, aim line, and goal line.</p>	N/A	<p>___ Permanent product data (i.e., probes, passages, observation forms, etc.) including, but not limited to: fluency, reasoning, percentage of behavior, mazes, cloze procedures, etc., are graphed for individual students.</p>
3. Appropriate decision making	<p>___ Decision making is not based on the student's current level of performance.</p> <p>___ Decision making is not based on slope/level/rate of improvement.</p> <p>___ Decision making did not incorporate a continuation, revision, or termination, if appropriate.</p>	<p>___ Decision making is based on the student's current level of performance.</p> <p>___ Decision making is based on slope/level/rate of improvement.</p> <p>___ Decision making incorporates a continuation, revision, or termination, if appropriate.</p>	N/A	<p>___ Permanent product data based on the decisions at each interval and rationale.</p> <p>___ Permanent product data based on decisions that were based on instructional level.</p> <p>___ Permanent product data based on decisions that were based on slope/level/rate of improvement.</p>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
4. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in phonemic awareness, phonics, vocabulary, reading fluency, and/or comprehension	<p>___ Instruction/intervention does not meet the SBR requirements;</p> <p>___ Instruction/intervention does not match the student’s current level of performance;</p> <p>___ There is no documentation of the steps of the intervention protocol; and</p> <p>___ Data analysis at the individual and school level has not occurred.</p>	<p>___ Instruction/intervention meets the SBR requirements;</p> <p>___ Instruction/intervention matches the student’s current level of performance;</p> <p>___ There is written documentation of the intervention protocol; and</p> <p>___ There is data analysis at the individual and school level.</p>	N/A	<p>___ There is treatment validity of the instruction or intervention by matching needs with the targeted intervention.</p> <p>___ The district can provide documentation that the intervention is supported by SBR.</p> <p>___ There is evidence of data analysis of individual and school level reading intervention data.</p>
5. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning	<p>___ Instruction/intervention does not meet the SBR requirements.</p> <p>___ Instruction/intervention does not match the student’s current level of performance.</p> <p>___ There is no documentation of the steps of the intervention protocol.</p> <p>___ Data analysis at the individual and school level have not occurred.</p>	<p>___ Instruction/intervention meets the SBR requirements;</p> <p>___ Instruction/intervention matches the student’s current level of performance;</p> <p>___ There is written documentation of the intervention protocol; and</p> <p>___ There is data analysis at the individual and school level.</p>	N/A	<p>___ There is treatment validity of the instruction or intervention by matching needs with the targeted intervention.</p> <p>___ The district can provide documentation that the intervention is supported by SBR.</p> <p>___ There is evidence of data analysis of individual and school level mathematics intervention data.</p>
6. Strategic/targeted intervention and supplemental instruction supported by scientifically based research for students who will be/are taking Algebra I, Biology I, U.S. History, and English II	<p>___ Instruction/intervention does not meet the SBR requirements.</p> <p>___ Instruction/intervention does not match the student’s current level of performance.</p> <p>___ There is no documentation of the steps of the intervention protocol.</p> <p>___ Data analysis at the individual and school level have not occurred.</p>	<p>___ Instruction/intervention meets the SBR requirements;</p> <p>___ Instruction/intervention matches the student’s current level of performance;</p> <p>___ There is written documentation of the intervention protocol; and</p> <p>___ There is data analysis at the individual and school level.</p>	N/A	<p>___ There is treatment validity of the instruction or intervention by matching needs with the targeted intervention.</p> <p>___ The district can provide documentation that the intervention is supported by SBR.</p> <p>___ There is evidence of data</p>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
7. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in behavior/emotional concerns	<p>___Instruction/intervention does not meet the SBR requirements.</p> <p>___Instruction/intervention does not match the student’s current level of performance.</p> <p>___There is no documentation of the steps of the intervention protocol.</p> <p>___Data analysis at the individual and school level have not occurred.</p>	<p>___Instruction/intervention meets the SBR requirements;</p> <p>___Instruction/intervention matches the student’s current behavioral/emotional performance level;</p> <p>___There is written documentation of the intervention protocol; and</p> <p>___There is data analysis at the individual and school level.</p>	N/A	<p>analysis of individual and school level mathematics intervention data.</p> <p>___There is treatment validity of the instruction or intervention by matching needs with the targeted intervention.</p> <p>___The district can provide documentation that the intervention is supported by SBR.</p> <p>___There is evidence of data analysis of individual and school level behavioral/emotional intervention data.</p>
8. Documentation of intervention implementation with integrity	<p>___Documentation of implementation integrity was not assessed using a systematic observation;</p> <p>___less than 2 times;</p> <p>___not at equal intervals; and</p> <p>___no documentation of the interventionist.</p>	<p>___Documentation of implementation integrity was assessed using a systematic observation;</p> <p>___at least 2 times;</p> <p>___at equal intervals; and</p> <p>___documentation of the interventionist (i.e., name of interventionist, training of the interventionist, etc).</p>	N/A	<p>___The intervention protocol completed by appropriate personnel at least twice at equal intervals.</p> <p>___There is documentation of the intensity, frequency, interventionist, etc.</p> <p>___There is documentation of professional development for educational staff on the intervention supported by SBR and all the required components including frequency, duration, intensity, and integrity.</p>
9. System of instructional support	Instructional management plan does not:	Instructional management plan that includes:	___All criteria in “meets” category	Evidence sources include, but are not limited to:

Element	Does Not Meet	Meets	Exceeds	Evidence Source
	<p>___ have data-driven professional development for Tier 2 interventions supported by SBR;</p> <p>___ include progress monitoring; or</p> <p>___ incorporate decision making.</p>	<p>___ data-driven professional development for Tier 2 interventions supported by SBR;</p> <p>___ progress monitoring; and</p> <p>___ decision making.</p>	<p>are established.</p> <p>___ Professional development is based on NSDC standards.</p> <p>___ On-site support is provided for instructional staff members including mentors, instructional coaches, and educational consultants.</p>	<p>___ instructional management plan;</p> <p>___ mentoring program;</p> <p>___ peer planning;</p> <p>___ data-based professional development; and</p> <p>___ collaborative team meetings.</p>
<p>10. System of behavioral support (school and district level)</p>	<p>School-wide behavior support plan:</p> <p>___ does not exist;</p> <p>___ does not address the elements of positive behavior support;</p> <p>___ is based solely on punitive responses to behavior (i.e., code of conduct and discipline ladders);</p> <p>___ fails to document intervention plans for the small group or individual; and</p> <p>___ fails to document target behaviors.</p>	<p>School-wide behavior support plan:</p> <p>___ addresses the components of positive behavior support for Tier 2 students;</p> <p>___ contains documentation of intervention plan for the small group or individual; and</p> <p>___ contains documentation that includes target behaviors.</p>	<p>___ Evidence of at least 80% of critical elements of PBIS or comparable models at the school and district levels</p>	<p>Evidence sources include, but are not limited to:</p> <p>___ data-based professional development;</p> <p>___ department meetings;</p> <p>___ collaborative team meetings; and</p> <p>___ School Evaluation Tool (SET)</p>
<p>11. Instructional leadership</p>	<p>School improvement plan does not:</p> <p>___ link to professional development related to Tier 2 activities;</p>	<p>School improvement plan:</p> <p>___ links to professional development related to Tier 2</p>	<p>N/A</p>	<p>Evidence sources include, but are not limited to:</p> <p>___ outcome measures on</p>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
	<p>___ assess impact of the professional development (i.e., growth, knowledge, and fidelity);</p> <p>___ address areas of needs/concerns based on data (i.e., MSIS, state tests, subject area assessment scores, discipline data, and local test data); and</p> <p>___ demonstrate a direct correlation of allocation of resources to the needs.</p>	<p>activities;</p> <p>___ assesses impact of the professional development (i.e., growth, knowledge, and fidelity);</p> <p>___ addresses areas of needs/concerns based on data (i.e., MSIS, state tests, subject area assessment scores, discipline data, and local test data); and</p> <p>___ demonstrates a direct correlation of allocation of resources to the needs.</p>		<p>professional development that measure growth, knowledge, and fidelity;</p> <p>___ written documentation that the plan addresses the areas of concern;</p> <p>___ written analysis of data to determine concerns; and</p> <p>___ documentation that resources are allocated to the needs demonstrated.</p>
<p>12. Parental/family and community involvement</p>	<p>___ Parents were not notified at the start of the Tier 2 process.</p>	<p>___ Parents were notified at the start of the Tier 2 process.</p>	<p>___ Documentation of parent/family meetings to discuss intervention and progress</p>	<p>___ Written letter of notification;</p> <p>___ written documentation of parent/family meeting; and</p> <p>___ recommendations from the parent/family conference</p>