

Essential Elements Matrix - Tier 3

School District: _____

School: _____

Element	Does Not Meet	Meets	Exceeds	Evidence Source
1. Teacher Support Team (TST) process	The TST does not have: <input type="checkbox"/> regular meetings (1 time per week); <input type="checkbox"/> documentation of member participation; <input type="checkbox"/> a chairperson who is the principal or principal's designee; and <input type="checkbox"/> a mechanism to refer students.	The TST has: <input type="checkbox"/> regular meetings (1 time per week); <input type="checkbox"/> documentation of member participation; <input type="checkbox"/> a chairperson who is the principal or principal's designee; and <input type="checkbox"/> a mechanism to refer students.	N/A	Evidence sources include, but are not limited to: <input type="checkbox"/> meeting minutes; <input type="checkbox"/> documentation of membership including the chairperson; <input type="checkbox"/> documentation of professional development on TST process for all teachers; and <input type="checkbox"/> documentation of referrals.
2. Progress monitoring of the target areas	<input type="checkbox"/> Conducts progress monitoring of some students; <input type="checkbox"/> fewer than twice weekly (less than 7–9 data points per evaluation point); <input type="checkbox"/> not at equal intervals; <input type="checkbox"/> monitoring does not measure the same skills each time; and <input type="checkbox"/> does not measure all applicable skills.	<input type="checkbox"/> Conducts progress monitoring of all Tier 3 students; <input type="checkbox"/> twice weekly; <input type="checkbox"/> equals at least 7–9 data points at each evaluation point; <input type="checkbox"/> at approximate equal intervals; <input type="checkbox"/> measures the same skills the same way each time; and <input type="checkbox"/> measures all applicable skills.	N/A	<input type="checkbox"/> 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. <input type="checkbox"/> The permanent products are dated at the time they were administered.
3. Documentation of progress in target areas through a graphical display	<input type="checkbox"/> Data are not present. <input type="checkbox"/> Data are not presented in a graph format. <input type="checkbox"/> Graph does not include target behavior, actual performance, sessions, aim line, or goal line.	<input type="checkbox"/> Data are present. <input type="checkbox"/> Data are presented in a graph format for each student. <input type="checkbox"/> Graph includes target behavior, actual performance, sessions, and goal line.	N/A	<input type="checkbox"/> Permanent product data (i.e., probes, passages, observation forms, etc.) including, but not limited to: fluency, reasoning, percentage of behavior, mazes, cloze

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4. 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 was made prematurely (e.g., did not wait at least 4 weeks).</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> <p>___ Decision making was made at the appropriate intervals (e.g., at 4-week intervals).</p>	N/A	<p>procedures, etc., are graphed for individual students.</p> <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>
5. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in phonemic awareness, phonics, vocabulary, reading fluency, and/or comprehension	<p>___ The intervention does not meet the SBR requirements.</p> <p>___ The 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>___ The intervention meets the SBR requirements;</p> <p>___ The 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 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>
6. Strategic/targeted intervention and supplemental instruction supported by scientifically	<p>___ The intervention does not meet the SBR requirements.</p> <p>___ The intervention does not match the student’s current level</p>	<p>___ The intervention meets the SBR requirements;</p> <p>___ The intervention matches the student’s current level of</p>	N/A	<p>___ There is treatment validity of the intervention by matching needs with the targeted intervention.</p>

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based research in counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning	of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level have not occurred.	performance; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.		___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level mathematics intervention data.
7. 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	___ Intervention does not meet the SBR requirements. ___ Intervention does not match the student's current level of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level has not occurred.	___ Intervention meets the SBR requirements; ___ Intervention matches the student's current level of performance; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.	N/A	___ There is treatment validity of the intervention by matching needs with the targeted intervention. ___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level mathematics intervention data.
8. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in behavior/emotional concerns	___ Intervention does not meet the SBR requirements. ___ Intervention does not match the student's current level of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level has not occurred.	___ Intervention meets the SBR requirements; ___ Intervention matches the student's current behavioral/emotional performance level or the function of the behavior; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.	N/A	___ There is treatment validity of the intervention by matching needs with the targeted intervention. ___ The district can provide documentation that the intervention is supported by SBR. ___ There is evidence of data analysis of individual and school level behavioral/emotional intervention data.

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9. Documentation of intervention implementation with integrity	___ Documentation of implementation integrity was not assessed using a systematic observation; ___ less than 6–8 times; ___ not at equal intervals; and ___ no documentation of the interventionist.	___ Documentation of implementation integrity was assessed using a systematic observation; ___ at least 6–8 times; ___ at equal intervals; and ___ documentation of the interventionist (i.e., name of interventionist, training of the interventionist, etc).	N/A	___ The intervention protocol completed by appropriate personnel at least 6 times at equal intervals. ___ There is documentation of the intensity, frequency, interventionist, etc. ___ There is documentation of professional development for educational staff on the SBR intervention and all the required components including frequency, duration, intensity, and integrity.
10. System of instructional support	Instructional management plan does not: ___ have data-driven professional development for Tier 3 SBR interventions; ___ include progress monitoring; or ___ incorporate decision making.	Instructional management plan that includes: ___ data-driven professional development for Tier 3 SBR interventions; ___ progress monitoring; and ___ decision making.	___ All criteria in “meets” category are established. ___ Professional development is based on NSDC standards. ___ On-site support is provided for instructional staff members including mentors, instructional coaches, and educational consultants.	Evidence sources include, but are not limited to: ___ instructional management plan; ___ mentoring program; ___ peer planning; ___ data-based professional development; and ___ collaborative team meetings.
11. System of behavioral support (school and district level)	School-wide behavior support plan: ___ does not exist; ___ does not address the components of positive behavior	School-wide behavior support plan: ___ addresses the components of positive behavior support for Tier 3 students;	___ Evidence of at least 80% of critical elements of PBIS or comparable models at the school and district	Evidence sources include, but are not limited to: ___ data-based professional development; ___ department meetings;

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	<p>support; ___ is based solely on punitive responses to behavior (i.e. code of conduct, discipline ladders, and disciplinary referrals); ___ fails to document intervention plan(s) for the small group or individual; and ___ fails to document functional behavioral assessment (FBA).</p>	<p>___ contains documentation of intervention plan for the small group or individual; and ___ contains documentation of an FBA.</p>	<p>levels.</p>	<p>___ collaborative team meetings; ___ documentation of FBA behavior plans; ___ School Evaluation Tool (SET); and ___ documentation of qualifications.</p>
<p>12. Instructional leadership</p>	<p>School improvement plan does not: ___ link to professional development related to Tier 3 activities; ___ assess impact of the professional development (i.e., growth, knowledge, and fidelity); ___ address areas of needs/concerns based on data (i.e., Mississippi Student Information System [MSIS], state tests, subject area assessment scores, discipline data, and local test data); and ___ demonstrate a direct correlation of allocation of resources to the needs.</p>	<p>School improvement plan: ___ links to professional development related to Tier 3 activities; ___ assesses impact of the professional development (i.e., growth, knowledge, and fidelity); ___ addresses areas of needs/concerns based on data (i.e., MSIS, state tests, subject area assessment scores, discipline data, and local test data); and ___ demonstrates a direct correlation of allocation of resources to the needs.</p>	<p>N/A</p>	<p>Evidence sources include, but are not limited to: ___ outcome measures on professional development that measure growth, knowledge, and fidelity; ___ written documentation that the plan addresses the areas of concern; ___ written analysis of data to determine concerns; and ___ documentation that resources are allocated to the needs demonstrated.</p>

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13. Parental/family and community involvement	___ Parents were not notified at the start of the Tier 3 process.	___ Parents were notified at the start of the Tier 3 process. ___ Documentation of parent/family meetings to discuss intervention and progress.	N/A	___ Written letter of notification; ___ written documentation of parent/family meeting; and ___ recommendations from the parent/family conference.
14. Teacher Support Team outcomes	The TST does not have: ___ documentation of completed student files; ___ documentation of populated students and outcomes for those students; ___ documentation of percentage of students referred for evaluation; ___ documentation of percentage of files that had to be returned to teachers for additional information; ___ documentation of number of students referred to the TST; and ___ analysis of the type of referrals to determine if there are patterns that need to be addressed at a group level (e.g., large number of students referred for math reasoning that should be addressed at Tier 1).	The TST has: ___ documentation of completed student files; ___ documentation of populated students and outcomes for those students; ___ documentation of percentage of students referred for evaluation; ___ documentation of percentage of files that had to be returned to teachers for additional information; ___ documentation of number of students referred to the TST; and ___ analysis of the type of referrals to determine if there are patterns that need to be addressed at a group level (e.g., large number of students referred for math reasoning that should be addressed at Tier 1).	N/A	Evidence sources include, but are not limited to: ___ completed student files; ___ documentation of total referrals by type, grade, teacher, etc.; ___ documentation of professional development for common types of referrals (e.g., a large percentage of behavior referrals); ___ documentation of total referrals sent for evaluation; ___ documentation of successful interventions over total number of referrals; and ___ documentation of number of referrals sent back for additional information.