

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

Element	Does Not Meet	Meets	Exceeds	Evidence Source
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>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<p>based research in counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning</p>	<p>of performance. ___ There is no documentation of the steps of the intervention protocol. ___ Data analysis at the individual and school level have not occurred.</p>	<p>performance; ___ There is written documentation of the intervention protocol; and ___ There is data analysis at the individual and school level.</p>		<p>___ 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.</p>
<p>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</p>	<p>___ 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.</p>	<p>___ 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.</p>	N/A	<p>___ 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.</p>
<p>8. Strategic/targeted intervention and supplemental instruction supported by scientifically based research in behavior/emotional concerns</p>	<p>___ 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.</p>	<p>___ 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.</p>	N/A	<p>___ 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.</p>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
9. Documentation of intervention implementation with integrity	<p>___ Documentation of implementation integrity was not assessed using a systematic observation;</p> <p>___ less than 6–8 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 6–8 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 6 times 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 SBR intervention and all the required components including frequency, duration, intensity, and integrity.</p>
10. System of instructional support	<p>Instructional management plan does not:</p> <p>___ have data-driven professional development for Tier 3 SBR interventions;</p> <p>___ include progress monitoring; or</p> <p>___ incorporate decision making.</p>	<p>Instructional management plan that includes:</p> <p>___ data-driven professional development for Tier 3 SBR interventions;</p> <p>___ progress monitoring; and</p> <p>___ decision making.</p>	<p>___ All criteria in “meets” category 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>Evidence sources include, but are not limited to:</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>
11. System of behavioral support (school and district level)	<p>School-wide behavior support plan:</p> <p>___ does not exist;</p> <p>___ does not address the components of positive behavior</p>	<p>School-wide behavior support plan:</p> <p>___ addresses the components of positive behavior support for Tier 3 students;</p>	<p>___ Evidence of at least 80% of critical elements of PBIS or comparable models at the school and district</p>	<p>Evidence sources include, but are not limited to:</p> <p>___ data-based professional development;</p> <p>___ department meetings;</p>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
	<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>

Element	Does Not Meet	Meets	Exceeds	Evidence Source
<p>13. Parental/family and community involvement</p>	<p>___ Parents were not notified at the start of the Tier 3 process.</p>	<p>___ Parents were notified at the start of the Tier 3 process. ___ Documentation of parent/family meetings to discuss intervention and progress.</p>	<p>N/A</p>	<p>___ Written letter of notification; ___ written documentation of parent/family meeting; and ___ recommendations from the parent/family conference.</p>
<p>14. Teacher Support Team outcomes</p>	<p>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).</p>	<p>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).</p>	<p>N/A</p>	<p>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.</p>